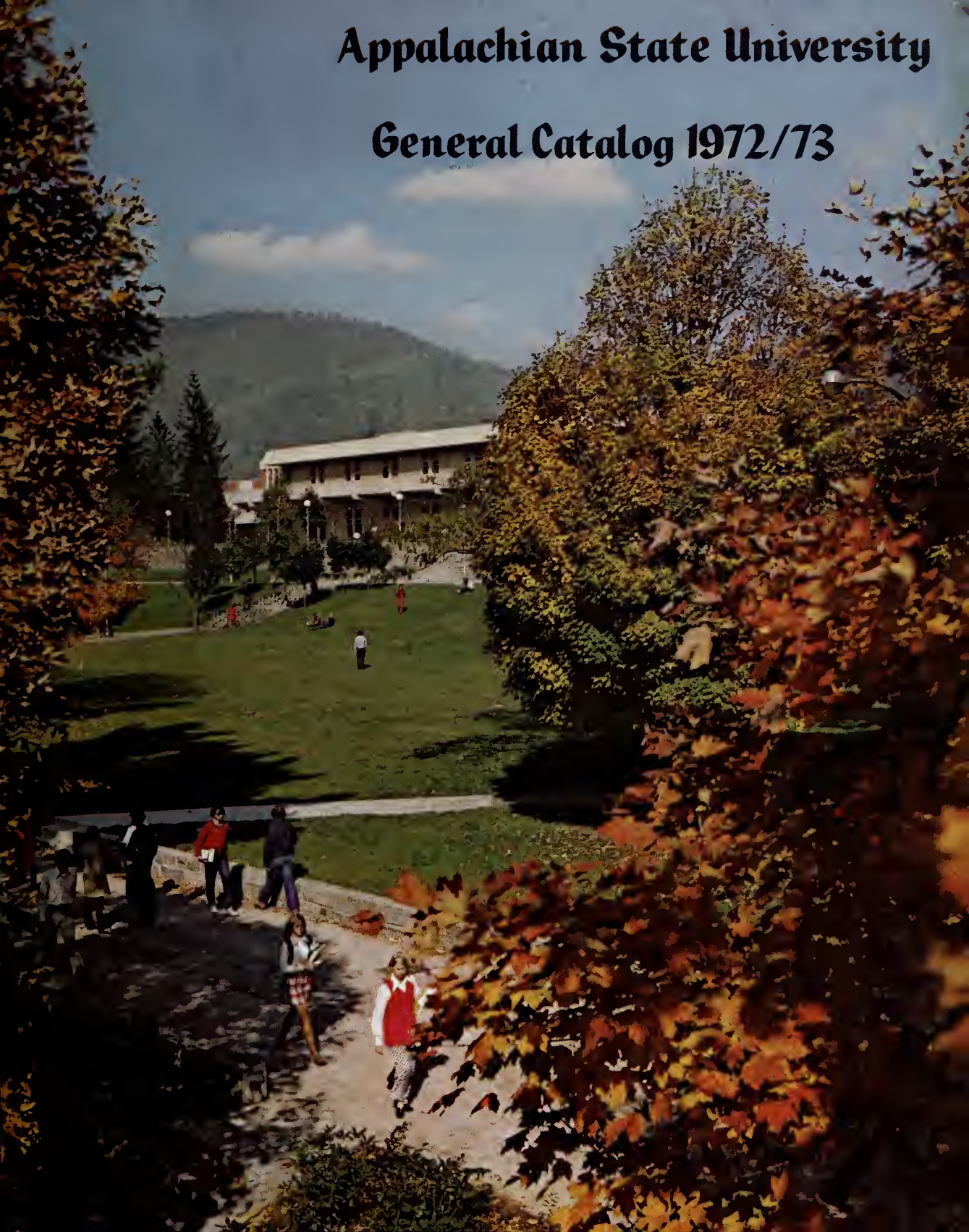


Appalachian State University

General Catalog 1972/73



ACADEMIC CALENDAR FOR 1972-1973

FALL QUARTER 1972

Sept. 4	Monday, 8:00 a.m.—Official opening, dormitories open.
Sept. 5-6	Tuesday and Wednesday—Registration.
Sept. 7	Thursday, 8:00 a.m.—Classes begin.
Sept. 9	Saturday—Registration and first class meetings of Saturday classes.
Sept. 13	Wednesday—Last day to register for a class.
Oct. 9-13	Mid-term week.
Nov. 15	Wednesday—Classes end.
Nov. 16	Thursday—Reading day.
Nov. 17-22	Friday-Wednesday noon—Final examination period.
Nov. 22-26	Thanksgiving holiday and quarter break.

WINTER QUARTER 1972-1973

Nov. 27-28	Monday and Tuesday—Registration.
Nov. 29	Wednesday—Classes begin.
Dec. 2	Saturday—Registration and first class meetings of Saturday classes.
Dec. 5	Tuesday—Last day to register for a class.
Dec. 20	Wednesday, 8:00 a.m.—Christmas holiday begins.
Jan. 3	Wednesday, 8:00 a.m.—Classes resume.
Jan. 15-19	Mid-term week.
Feb. 20	Tuesday—Classes end.
Feb. 21	Wednesday—Reading day.
Feb. 22-27	Thursday-Tuesday—Final examination period.
Feb. 28- March 4	Wednesday-Sunday—Quarter break.

SPRING QUARTER 1973

March 5-6	Monday and Tuesday—Registration.
March 7	Wednesday—Classes begin.
March 10	Saturday—Registration and first class meetings of Saturday classes.
March 13	Tuesday—Last day to register for a class.
April 9-13	Mid-term week.
April 20-23	Friday, 8:00 a.m.-Monday—Easter holiday.
April 24	Tuesday, 8:00 a.m.—Classes resume.
May 17	Thursday—Classes end.
May 18	Friday—Reading day.
May 19-24	Saturday-Thursday—Final examination period.
May 27	Sunday—Commencement.

SUMMER QUARTER 1973

June 11-August 18 Summer School

APPALACHIAN
STATE UNIVERSITY
BULLETIN

i

Announcements for
1972-1973

Vol. LXX, No. 3, Sept., 1971,
Dec., 1971, March, 1972,
June, 1972

Appalachian
State University

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FROM THE PRESIDENT TO YOU

Change has been good for Appalachian.

Two years ago, this University took as its unique objective the finding of practical, imaginative ways of teaching and learning in higher education. That is why Appalachian's 7,000 students, when they begin work after graduation, will be different from the rest. They are earning degrees in situations that combine the best classroom techniques with experience in the real world.

Our biology students, for example, discover the realities of ecological balance as they use virgin forests, streams and bogs as their mountain laboratories. Our sociology students prove and disprove their textbooks as they intern with social agencies in the region. Our College of Business students intern early in their studies so that they can discover, while there's still time to change, if they've chosen the right career.

A substantial portion of the work required for an undergraduate degree at Appalachian may be completed through independent and individual study without attending classes. We are trying to balance the lecture hall class with programs of individual exchange between the student and his teacher.



Those who are prepared as teachers by this University are taking the spirit and principle of these innovative teaching methods into the public schools. Teachers, who are being trained away from the campus in programs such as the Lighthouse Project, the Training Complex and in our Triple-T program are going to cause a revival of education in the schools. They are learning how to make learning fascinating to their students.

Our institution's other main reason for being is service to the region it serves. We want to help the people of Northwestern North Carolina and the Piedmont enjoy a better life. Many economic, cultural and social programs are being carried on here for that purpose.

If you too are unafraid of change, if you are willing to learn, I welcome you to come and study with us.

Herbert W. Wey



**Higher Education,
a Common
Sense Approach**



HIGHER EDUCATION, THE COMMON SENSE APPROACH

The times are hard for colleges and universities. Americans once believed that a four-year exposure to higher education automatically would advance their personal and social welfare. Today those same people realize that some important changes occur during the college years, but they are saying that the influence of education in producing these outcomes cannot be proved. A national newspaper said last summer, "Millions of people are forced through high school and college at a cost of billions of dollars for no very good reasons. . . It may be that all the training needs of this society can be met at a far lower level of spending than we have been bamboozled into believing."

But observe with us a paradox. It is in this stormy atmosphere that Appalachian State University is experiencing the greatest period of progress in its 70-year history. There are reasons, though, that explain away the paradox.

Appalachian has adopted a common sense approach to higher education. Academically, that means that our students are "learning by doing" as well as learning by listening, reading and studying. Take as an example some of our junior level teacher education classes. Last year, two professors locked their students out of the college classrooms and put them in nearby public schools where they worked for six hours a week beside the professionals. They learned by teaching and by actual experience, and they learned well.





The common sense approach realizes that colleges often repeat subject matter from the high school curriculum. That is why Appalachian invites its students to challenge any course in this catalog. If you pass a test on the content of the course, you receive full credit toward graduation. We want you to learn all you can as rapidly as you are able.

Common sense also tells us that sitting in class is not always the best way of getting an education. At Appalachian a program called Individual Study lets you take any listed course on your own, with a professor's guidance and counsel, but without rote class attendance. Independent Study differs only in that you are allowed to design your own course, subject to the approval of the academic department under which it would be classified.

The common sense approach realizes that a university education is a poor investment if you have to be re-educated after you graduate and take a job. Appalachian is trying to close the gap between what the real world needs and what the University is teaching. In our College of Business, for example, executives are imported from the business world onto the campus, and they teach for an entire quarter. At the same time, the professor whose place the businessman took leaves the campus to work in business. Later the students themselves are placed in business internships, and these three forces work together to close the gap.

Another part of the common sense approach is money. Appalachian wants to give you the best education, dollar for dollar, in this state. In September, 1971, total tuition, fees, room, board and laundry was \$1,295 for in-state women. For men, because they characteristically eat more than women, it cost \$1,400.73. That is not cheap by any means. But other state-supported institutions charge you more, and the private schools have to charge you much more. Appalachian cuts other financial corners for you that often go unnoticed. At almost every other similar institution in North Carolina, students must purchase their textbooks. But Appalachian includes \$12.50 per quarter in your fees for textbook rental. (Paperbacks assigned by individual teachers are extra.) Those same books would cost \$70 to \$90 if you had to buy them. Of course, if you do need to buy a specific book to build your professional library, the University Bookstore will sell it to you at used-book prices when the rental period expires.

Finally, the common sense approach leads to the common goal of undergraduate education at Appalachian. Whether you come here to prepare for a career as a doctor, a research mathematician, a teacher or a writer, Appalachian will try to direct all your experiences toward this goal: to put the head on your shoulders to work, to inspire you to think for yourself, to enable you to analyze problems in real life with the same discipline and confidence as you analyzed problems in academic life.





**Appalachian:
Beginnings
and Evolution**



APPALACHIAN:

BEGINNINGS AND EVOLUTION

The founding of Watauga Academy in 1899 is one of the significant pages of Northwest North Carolina's history. Here were a handful of pioneering people, isolated from centers of learning and culture by the Appalachian barrier, essentially unchanged since Daniel Boone had scaled the barrier more than a century earlier. Legislators in Raleigh during this period aptly referred to the Western counties as the "Lost Providences."

Teachers were the most critically needed professionals in the Appalachians. Brothers B. B. and D. D. Dougherty founded the academy to fill this need. As co-principals, the Doughertys offered three courses at their school: the Common School Course, the Academic Course and the Two Years' Collegiate Course. Their teacher training department aided teachers in the upgrading of their certificates. In the summers, it held institutes for in-service and pre-service teachers.

The Doughertys won a major political and educational victory for the mountain region when, by a one-vote margin, the 1903 General Assembly created Appalachian Training School. Its just-appointed trustees met in Blowing Rock three months after the vote and heard representatives of several mountain counties and towns who spoke in behalf of locating the institution in their area. According to the minutes of the board, Boone offered the facilities of the academy as a home for the state school, and it was declared to be Appalachian's permanent location.



The board elected B. B. Dougherty as superintendent of the school and his brother was named principal. They served under those titles and guided the school as it grew with the state system until 1921 when Superintendent Dougherty was named President, and Principal Dougherty was named Treasurer and Business Manager.

The Assembly changed the name of the institution to Appalachian State Normal School in 1925. In 1929 it became Appalachian State Teachers College. The enabling act which changed the name of the institution also authorized the conferring of college degrees.

Modest graduate programs began at the college in 1943, and in 1949 Appalachian's graduate school was sanctioned by the American Association of Colleges for Teacher Education.

It was not until 1957 that legislation was enacted to give Appalachian permission to depart from its single-purpose role as a teacher-training institution. In 1965 the institution activated programs that led to non-teaching degrees.

The next milestone in the evolution of the institution came in 1967 when Appalachian was designated a regional university. Its purpose was set forth by the 1969 General Assembly as follows:

"The regional universities shall provide undergraduate and graduate instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those



professions which rest upon advanced knowledge in the liberal arts and sciences; and said regional universities shall provide for research in the liberal arts and sciences, pure and applied. The regional universities shall provide other undergraduate and graduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State. Regional universities insofar as possible shall extend their educational activities to all persons of the State who are unable to avail themselves of their advantages as resident students by means of extension courses, by lectures, and by such other means and methods as may seem to the boards of trustees and administrative officers as most effective."

ACCREDITATION

The University is an accredited member of the Southern Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, the American Council on Education, the Council of Graduate Schools in the United States, the North Carolina Association of Colleges and Universities, the National Association of Schools of Music, the American Association of University Women, the National Association of Business Teacher Education and the American Association of State Colleges and Universities.

LOCATION

There was not much change in this high country of the southern Appalachians for a very long time after it was settled by English speaking hunters. Benjamin Howard and Daniel Boone were the first—and that was in 1769.

For the next century and a half, the trails, toll roads and then public highways into the southern Appalachian mountains were so steep and crooked that few ventured here.

But now the "Lost Provinces" that the legislators spoke of when they created Appalachian have been found. While North Carolina generally is losing population from its rural counties, Appalachian's home county, Watauga, grew 33.5 per cent during the decade of the sixties. Boone itself, according to the 1970 census, grew 137.5 per cent in the preceding ten years.

Nature claims prime responsibility for the growth of this region. The awesome mountain wilderness that enchanted Howard and Boone



casts the same spell on refugees from the cities today. This is one of the last places in Eastern America where you can breathe new air, fish in streams where the trout have never seen a hook, and strike a trail up a mountainside where perhaps no one has walked before.

From December to March you will find "Southern" skiers from as far away as New England and Key West testing the powder on the area's seven ski resorts. At 5,600 feet, Beech Mountain's slopes are the highest this side of the Rockies, and Sugar Mountain has some of the steepest runs in the sport.

When the snows melt in mid-spring, the skiers go to places like Blowing Rock, one of the oldest vacation attractions in the East, or to their hideaways at Hound Ears, one of the many new luxury communities that surround the Appalachian campus.

With the skiers has come a year-round vacation economy for the area. And people by the droves are building A-frames and chalets, buying condominiums and calling Northwest North Carolina their home.

The day-time high temperatures in the summers here average in the low-to-middle 70's. The University is located at 3,333 feet above sea level. Mountains surrounding this valley tower more than 5,000 feet.

THE CAMPUS

Over the past decade, the most obvious change at Appalachian State University has been the disappearance of the old campus and the seemingly overnight construction of some 30 new major buildings.

The reason: Appalachian's enrollment tripled in ten years, and the mushrooming student body had to have more classrooms, library space, athletic facilities and dormitory accommodations. These projects alone cost \$30 million.

Today, the last buildings to rise on the 75-acre central campus are being planned. Future expansions will have to be concentrated on 330 acres of outlying lands owned by the institution.

The fact that Appalachian is land-locked in the heart of a mountain valley has dictated the modern, high-rise appearance of the new facilities. With acreage at a premium, the only direction left to build has been up.



Student Life



STUDENT LIFE

Appalachian's student body has a personality all its own. The average student has come from a home, probably in the Piedmont, where both his parents work to help keep him in college. He works too. Fifty-five per cent of Appalachian's students hold campus jobs or receive some other sort of financial assistance. His parents likely are not college graduates. He is intelligent and probably from the top 25 per cent of his graduating class.

All of these factors combine to produce a body of students who work hard to accomplish the goals they came here for. The Appalachian student is dependable. Because of this trait, he has won himself a major voice in University policy. Appalachian rewards him with the freedom to write his own ticket.

A VOICE IN POLICY

Higher education conducts its internal business, makes its policies and settles its differences, slowly, in a detailed structure of committees. You probably have heard of them as Faculty Committees, but at Appalachian they are faculty-student-staff committees. Students are nominated for committee membership by the Student Senate. A student's vote carries the same value as that of a faculty member's, and in some cases, you will find students serving as chairmen of what formerly were faculty committees. Students now serve with their professors on committees for academic policy, admissions, business affairs, public programs, institutional research, public service, registration and calendar, research, student life, and traffic and campus management.



THE OFFICE OF STUDENT DEVELOPMENT

As concrete evidence that the student is the most important being at Appalachian, the University has created an innovative Office of Student Development. There a full-time director and his staff work to make good student ideas work.

Take, for example, the Student Research Union, a product of student ingenuity to which the Office of Student Development lends technical assistance and advice. It investigates the hottest issues on the campus and publishes reports which lay facts before the student body. The union has probed questions from the operation of the campus traffic office to policies and pricing in the campus bookstore. Student members of the Student Research Union figure that they are one of the prime reasons that Appalachian has peace within its own walls. When there are no secrets between administrator and student, there is little cause for unrest.

Another agency under the administrative umbrella of student development is the Student Employment Service. This group contacts businessmen in town and arranges part-time jobs for students who cannot find employment on the campus.

Student development personnel also assist in the mammoth publications job which our students carry on. The director is advisor to *The Appalachian*, *The Rhododendron* and *Verve*. He assists the Student Printing Service and the Student Photographic Service.

Student government leaders can go to the student development staff for help in their normal routines or for help in developing new governing procedures for the student body.



THE STUDENT GOVERNMENT ASSOCIATION

If you want to lose yourself in the crowd, Appalachian State University is so big that no one will ever notice you.

But that probably is not the way you want it. You want to have a say-so about what happens at the University. You need to stand up and take some responsibility. Your Student Government Association is the answer.

All students at Appalachian are members of the Student Government Association. The organization is so expansive that everyone who wants to serve the student body can find a job for himself. Even if you want to lobby with the state legislature in Appalachian's behalf, there's a student government committee just for that purpose. Other committees book dances and stage concerts, conduct elections, hear grievances, set student club policy and conduct open forums for the campus community.

Governing Power

Students at Appalachian govern themselves through three branches of the Student Government Association. The executive branch consists of elected officers, the president, the vice-president, the secretary, the treasurer, the attorney general and the president's cabinet. The legislative power of student government is vested in the Student Senate. Its membership is made up of students who are elected by a ratio of one senate seat per 150 undergraduate students. The Senate appropriates student funds, recommends laws to promote the welfare of the students and maintains standing and special student committees. It has power of impeachment over any member of the executive, legislative or judicial branches.

The judicial power of student government rests in the Student Court. It is composed of nine student justices who are elected by the Senate. The court conducts informal hearings into undergraduate violations of University policies or regulations governing student conduct. Its verdict is made in the form of a recommendation to the Dean of Student Affairs.

Students accused of violations have all those rights guaranteed under the U. S. Constitution. They are presumed innocent until guilt is proven; they may face their accusers and any witnesses; they may have open trials; they may appeal to higher courts; and they have the choice



of being tried by the University's administration without being heard by the Student Court.

Students may be tried for violations such as academic dishonesty, disruption of activities, or for the violation of criminal statutes. A complete table of University regulations appears in the *Student Handbook*, pp. 14-18 (1971-72 edition).

CULTURAL OPPORTUNITIES

With speakers such as Eric Hoffer, John Ciardi, Betty Friedan, Jane Fonda, and Muhammad Ali, with groups such as the National Players, the Houston Ballet, and the Atlanta Symphony, and with outstanding films, there is some cultural offering on the Appalachian campus practically every day of the school year. Whether it is under sponsorship of the University's Artists and Lecture Series or not, the University campus makes a contribution to student life and to the region by offering programs that are a part of our cultural heritage.

Through Appalachian's Office of Student Affairs, a member of the faculty serves as Director of Cultural Affairs. He works constantly to promote the cultural arts on campus. He directs the University Artists and Lecture Series, stimulates and coordinates the efforts of persons who are working to improve the cultural atmosphere on campus and prepares grant proposals in the area of the cultural arts. He works with student groups in planning cultural affairs and promotes other special cultural projects.

CAMPUS ENTERTAINMENT

The Appalachian student hears them all—The Carpenters, Jose Feliciano, the Fifth Dimension, Three Dog Night, Blood Sweat and Tears.

The student body at Appalachian is large enough to support an almost weekly array of professional entertainment in concert, in person. The groups above appeared here and did their thing before audiences in ASU's 8,000-seat Varsity Gym. The shows are staged by the Student Government Association's Popular Programs Committee.

The University's social calendar also includes formal and informal dances and parties.



STUDENT PUBLICATIONS

Appalachian students have proven that the imagination is the only limit when they are given responsibility in student publications. They publish a completely uncensored student newspaper, *The Appalachian*, often 12 to 14 pages, twice a week. With purchased typesetting equipment, the students set their own copy, set their own headlines, paste up the pages of the newspaper and carry it, "camera ready," to an off-campus printer. The job they do is highly professional, and because of what they're learning after classes, some have stepped into professional lithographic jobs with little additional training.

The University's yearbook, *The Rhododendron*, is similarly composed on the campus and taken to the professional printer only when it is ready to be printed. *Verve*, a student-written literary magazine, is another of their respected products.

Student activity fees are used as a financial base for the above operations.

CLUBS, SOCIETIES AND PERFORMING ACTIVITIES

There are some 70 different student clubs on the campus. The clubs range from service orders to scholastic honoraries. All student organizations on the campus are chartered and supervised by the Student Government Association and the School Council. Opportunities also are available in areas such as debate, theater, broadcasting and music. Consult the student handbook, *The Mountaineer*, for a complete listing and description of activities.

W. H. PLEMMONS STUDENT CENTER

Home away from home for the Appalachian student is the Plemmons Student Center. It is the living room of your campus. There you can: check your personal post office box for mail from home; eat in the Appskeller or the Gold Room; loaf in a lounge or watch color television; tour an art exhibit in the Skylight Lounge or the Yosef Lounge. You can meditate in the chapel, groove to sounds in the music listening room, enjoy a full-length movie, play billiards, table tennis or bowl, all without leaving the air-conditioned center.

The program of the center is the responsibility of the Student Center Board. It is chaired by a student and is composed of students, staff, faculty and administrators. Operating under the board are



committees for films, fine arts, the Wits End Coffeehouse, and recreation.

The building houses the Student Government Association, the Club Committee, Popular Programs, student publications, Cabinet Offices, the Office of Student Development, and campus information desks. It operates on a 16-hour day, seven days a week.

RELIGIOUS LIFE

Appalachian is a state-owned campus. As such it has no religious affiliation. Its students, however, promote and support church-affiliated organizations which include the Baptist Student Union, Canterbury Club, Lutheran Student Association, Newman Club, Wesley Foundation, and Westminster Fellowship. Eight churches (Advent Christian, Baptist, Catholic, Church of Christ, Episcopal, Lutheran, Presbyterian and United Methodist) are within walking distance of the campus.



ATHLETICS AND INTRAMURAL SPORTS

As a new member of the Southern Conference and the National Collegiate Athletic Association (NCAA), Appalachian fields eleven varsity sports for men and three for women.

The Mountaineer tradition, in every respect, is a winning tradition. The Apps have finished with winning records in 30 of 42 football seasons, and ASU varsity teams have a combined 864-625-25 won-lost record during the past 12 years.

The University also encourages students to participate in a program of intramural sports. Some 3,500 did last year, in 15 different sports. Many of the intramural and varsity sports contests are staged in Conrad Stadium, the first artificially turfed athletic facility in the state.

STUDENT HOUSING

The University has 15 modern residence halls housing some 3,950 students in a living and learning atmosphere. The quality of residence hall life is of as much concern to the University as the quality of any academic program.

To insure that quality, some changes have been taking place in your dormitories. What used to be stark dorm lobbies are now co-educational lounges. There are specially prepared study areas and



seminar rooms in the dorms now—so that some of the academic life of the campus can take place in your dormitory setting.

As you live in a residence hall, the University will try to help you develop an understanding of group living, a consideration for others and an ability to live with people who are different from you.

The halls are staffed and supervised by 18 professional personnel who are trained to create a friendly atmosphere in which you can enjoy life and feel a part of the University community.

Each room is equipped with the basic furniture, but you are expected to supply linens, blankets, rugs, pillows, curtains and other personal furnishings according to individual taste.

Some appliances are allowed in your dorm room (lamps, small television sets, fans, small refrigerators, not to exceed .45 amps), but others are not (hot plates, toasters, percolators, heat lamps, roasters and heaters). Popcorn poppers may be used only in kitchen areas. Your *Residence Hall Handbook* and the *Student Handbook* contain specific regulations and policies which govern residence hall life. Each student is responsible for knowing these regulations and conducting himself accordingly.

Housing Requirements

The residence halls are closed during vacation periods, and no occupancy of rooms will be permitted during this time. If you must remain in Boone during a vacation period, the Dean of Students will assist in securing a room for you.

All freshmen are required to live in University-owned housing with the exception of those students living with parents or guardian or those who are married and maintaining their residence near the University. Upperclass students may live off campus, but upperclassmen under 21 must have written permission from their parents on file in the Office of the Dean of Students.

A student must be registered for at least 12 quarter hours to be eligible for a room.

All students reserving rooms are subject to an academic year housing contract (three academic quarters). If you reserve a room for the fall or winter quarter, you are obligated to pay room rent for the subsequent quarters of that academic year as long as you are enrolled. Your responsibility is terminated if another student from a waiting list occupies the space.





If a residence hall student plans not to enroll for a subsequent quarter, he must notify the housing office at least one week prior to examinations week. If he does not give such notification, he will be billed for a quarter's room rent.

Unless a student notifies the housing office that he will be late, he must occupy his dormitory room by the night of the first day's classes in each quarter. Otherwise, the reservation for this space will be canceled, and he will be billed for a quarter's rent. Limited exceptions to these rules appear in the *Residence Hall Handbook* (p. 7) and in the *Student Handbook* (p. 24, 1971-72 edition).

Room Reservations

You may request room reservation forms from the Office of Student Housing. The completed form should then be returned directly to the University cashier with a check for reservation deposit payable to Appalachian State University. The reservation deposit is deducted from your room rent charged for the first quarter in residence.

Off-Campus Housing

A new program begun this year by housing officials at Appalachian is designed to improve the quality of housing occupied by students off campus. A new Approved Rental Housing Association is composed of landlords whose properties have been inspected by the University and who have agreed to use a standard lease form that is fair to student and landlord alike. Members of the association will not discriminate against students in renting their properties, and rights of both parties will be protected by an associational Mediation Board. A list of approved off-campus rental property is available in the Office of Student Housing. A new assistant director of student housing has been employed to work as a liaison between the University and landlords in the community.

University Services



CAROL GROTNES BELK LIBRARY

UNIVERSITY SERVICES

UNIVERSITY MEDICAL SERVICES

Appalachian maintains a modern medical center on the campus, and as a student here, you are entitled to take advantage of its full services. The center is supported by a quarterly health fee paid by all students, and there is no additional charge for the professional services of the physician.

The center is open 24 hours a day while the University is in session. It is staffed by a full-time physician, registered nurses, a lab and X-ray technician and their assistants. You may be admitted to the Medical Center Infirmary for overnight treatment of minor illness. If you require general hospital care, the modern Watauga County Hospital is near the campus.

Contacts with the University Medical Services are confidential. Records are maintained separately for use of health personnel only. In case of serious illness or injury to minors, parents or guardians will be notified.

The Medical Center does not issue excuses for class absences because of illness. Students who withdraw from the University for reasons of health must receive medical clearance through the Medical Center before being readmitted. Before clearance is granted, the student must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of his ability to participate in University life.



DRUGS

Medicines for most illnesses are furnished to the student through the infirmary; prescriptions are written for other medicines which you may purchase at local pharmacies.

INSURANCE

Hospital and accident insurance is available if you wish to purchase it. This insurance will pay a substantial part of charges for hospitalization, surgery, treatment for accidental injuries, diagnostic tests and medical emergencies. It provides year-round coverage on or off the campus.

In addition, the University Medical Services will pay the first \$25 toward the hospital bill of any student admitted to Watauga County Hospital. This payment is not made for dependents of students.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER

As a student you are expected to go to classes, study several hours a day, make good grades, and interact satisfactorily in a fast-paced social environment whose members at times seem not to understand how you feel.



You probably are concerned with the way you feel about yourself and your relationships with other people. It is with concerns such as these that the staff of the Counseling Center would like to help you.

When you talk with a counselor at the center, you will find that his primary interest is in you. Psychologists and counselors provide personal and group counseling for students and their spouses. Vocational and career guidance is also provided. These services are provided without charge to Appalachian students.

The testing section of the center has the responsibility for organizing and administering the individual and group tests for the University community. Available tests range from individual intelligence and personality tests to large group tests such as the Graduate Record Examination.

All contacts with the center are confidential.

ACADEMIC ADVISORY PROGRAM

A new Faculty Advising Service is operated by the General College on the ground floor of the Dougherty Library. The service retains professors who represent every undergraduate academic department at the University. They provide help with any academic problem that you may encounter.

Each student accepts the responsibility for meeting graduation requirements, and, although academic advising is readily available, you are not required to see an advisor or to get signatures on course request forms.

When you complete 90 quarter hours and satisfy other requirements, you move from the General College to one of the four degree granting colleges. You are then advised in the department of your major.

LIBRARY SERVICES

The new Belk Library is the center of academic life at Appalachian. Its shelves will accommodate 300,000 volumes, and it has wide holdings in non-book materials such as films, slides, tapes, recordings, magazines, newspapers, microfilms, maps and pictures. The University's Audiovisual Services Center is located on the first floor of the library and it provides resources and materials to support the





University's instructional program. Audiovisual materials can be prepared for faculty and students on request.

Administration of the library is carried out by 20 faculty members, 21 supportive staff members and more than 100 part-time student assistants.

Information on the special collections and regulations concerning the loan of library materials are listed in the *Library Handbook*. It is issued to all faculty members and students.

The library staff encourages you to use the library and to make suggestions for its improvement.

PLACEMENT AND CAREER SERVICES

Appalachian operates a busy Office of Placement to help its alumni and prospective graduates find the jobs they want. The office maintains relationships with outstanding school systems, colleges, industries, and local, state and federal governmental agencies across the country. The Director of Placement keeps up-to-date information regarding vacancies, certification and license requirements and qualifying examinations. He arranges for interviews between students and employers. Students and alumni may participate in a nationwide computerized placement service through this office.

With the assistance of the Placement Office, 96.4 per cent of Appalachian's June, 1970, graduates were employed by September 15 of that year.

POSTAL AND BANKING SERVICES

A U. S. Post Office Contract Station is maintained by Appalachian in the Plemmons Student Center. Every on-campus student has a personal mailbox there, but boxes are not available for off-campus students.

A branch of the Northwestern Bank is located in the lobby of the University Bookstore.

LAUNDRY SERVICE

A non-profit laundry plant is operated on the campus for on-campus students. It provides all the services of a commercial laundry-dry cleaning plant, including daily pick-up and delivery in each dormi-

tory. Students whose laundry service charge is in excess of the minimum quarterly fee will settle their accounts with the Cashier's Office. Your clothes should bear permanent name markings to avoid confusion in the laundry.

MOTOR VEHICLES

If you operate a car or other motor vehicle on campus, you must register it with the University's Traffic Office. There are no exceptions.

Freshmen not residing with immediate relatives, all students on academic or disciplinary probation, and all students who have a grade-point average below 2.00 are prohibited from registering, maintaining or operating a motor vehicle on the campus or its environs.

Those who are eligible to drive on campus apply for parking privileges on registration day as a part of academic registration. Any student who must operate a vehicle on campus after registration day, no matter how short the period, must register the vehicle at the Traffic Office before it is driven on the campus.

A student may not register a vehicle that was or is owned or used by another student, unless ownership of that vehicle has been transferred and proof to that effect can be shown. No one may register a vehicle for a freshman student. Automobile registration fee is \$12.

FOOD SERVICES

Appalachian owns and operates its own food service in three different campus dining facilities: the University Cafeteria, the Bavarian Inn and the Gold Room. Mealbooks or cash are negotiable in each dining room.

READING CENTER

The University's Reading Center provides diagnostic and remedial services in reading for Appalachian students and for others in the region who want and need assistance in becoming more proficient readers. The center also serves as a laboratory for students in the teacher preparation program.



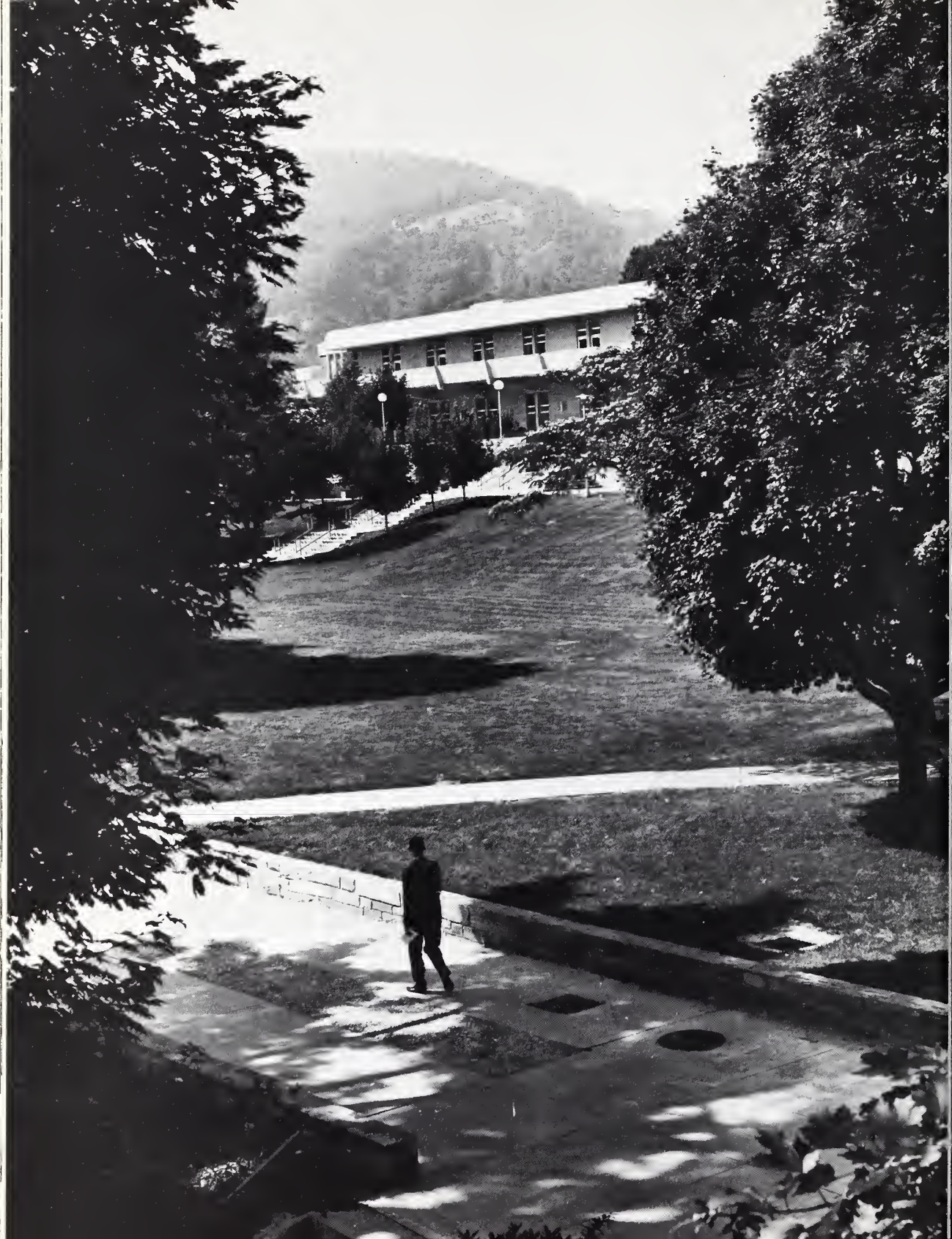
COMPUTER CENTER

Appalachian's Computer Center, with its two sophisticated computing systems, serves the region by storing and analyzing data on important community programs. It makes possible, for example, far-reaching public health programs, and it streamlines administrative chores of public school systems in the region.

As a facility for campus use, the center is a supportive agency for administrative functions such as registration and information storage. It serves as a laboratory for instruction in computer science and data processing. Parts of the center remain open 24 hours per day, seven days per week, for use by the student.



**Admisson,
Expenses,
Financial Aid**



ADMISSIONS

Appalachian seeks to admit students who are capable of mature, college level work. As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible, since applications are considered in the order received by the University. Freshmen are particularly urged to apply early, since all unmarried freshmen except *bona fide* residents of Boone and vicinity are required to live in residence halls. As space in these halls is limited, this is a factor which must be considered in admitting freshmen.

Appalachian admits students at the beginning of the fall, winter, spring, and summer quarters and at the beginning of each of the two terms of the summer session. Any person who wishes to enter the University as either a freshman, transfer, or special student should write to the Director of Admissions, Appalachian State University, Boone, North Carolina 28607, for full information and application forms.

FRESHMAN STUDENTS

Applicants will be considered for admission to the freshman class upon meeting the requirements specified below. Those students who





have demonstrated the greatest probability of success will be given priority in the selection of the freshman class. (Please consult a secondary school guidance counselor concerning acceptance dates.) Requirements are as follows:

1. Graduation from an accredited high school and rank in the upper seventy-five per cent of their graduating class. If the applicant is not a high school graduate, a high school equivalency certificate is required.
2. Satisfactory recommendation by the high school principal and/or guidance counselor.
3. Presentation of at least two units of high school mathematics (2 units of algebra or 1 unit each of algebra and geometry).
4. Satisfactory scores on the College Entrance Examination Board Scholastic Aptitude Test.

This test is required of every applicant for freshman admission and is given in November, December, January, March, May, and July. End-of-junior year (in high school) scores are used to determine eligibility for freshman admission when reported with early applications. It is recommended that the test be taken at the end of the junior year of high school and repeated early in the senior year of high school.

A student wishing to take this test should procure an application form from his secondary school or should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey for the *Bulletin of Information* which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning tests.

The student must make his own arrangements well in advance of a selected testing date so that his application is received in Princeton before the deadline for filing applications.

5. A satisfactory health record. The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office after approval has been given.

NOTE: Prospective students who have attended an accredited college but who have earned less than 45 quarter hours of credit must meet both freshman and transfer admission requirements. This means that in addition to following

procedures for freshmen they must present a transcript showing an overall C average on all college course work. In addition, such applicants must be eligible to return to the institution last attended.

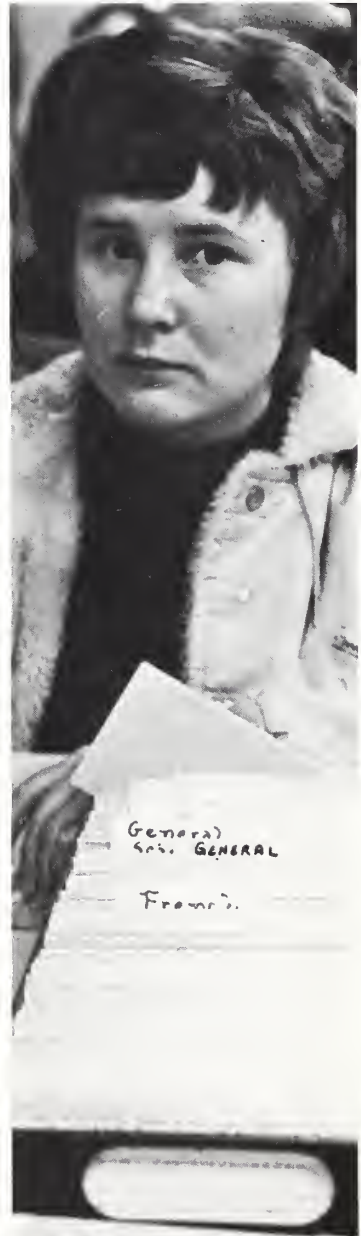
TRANSFER STUDENTS

1. Students seeking to transfer from other colleges or universities must furnish official transcripts of records from all institutions attended. These transcripts must show eligibility to return to the institution last attended and an overall 2.00 or C average on all course work. Courses satisfactorily completed in other accredited institutions are evaluated in terms of the curriculum selected at Appalachian.
2. Junior college graduates must meet the scholastic requirements as listed above.
3. Transfer applicants who are candidates for teacher certification must meet the same proficiency tests in reading, speech, and written English as required of regular students at Appalachian.
4. Transfer applicants must submit a satisfactory health record. The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office after approval has been given.

NOTE: Prospective transfer students with less than sophomore standing (45 quarter hours of earned credit) must meet all entrance requirements for freshmen, including satisfactory scores on the Scholastic Aptitude Test. This is in addition to meeting all transfer admission requirements.

SPECIAL STUDENTS (Not Applicable to Freshman or Transfer Candidates)

1. Applicants who are mature and who may not meet admission requirements, but who have a satisfactory record of experience and education, may be admitted to courses which they may be able to pursue with profit.
2. Such applicants may be required to present evidence of having earned a college degree or evidence of the need for specific courses. Applicants who are regularly enrolled students at other institutions may be admitted as "visiting" students provided the



appropriate official at their institution authorizes their attendance at Appalachian, approves the course work selected, indicates the individual is in good standing at that institution, and otherwise approves the transfer of credits taken at Appalachian back to that institution for degree purposes. At the end of one quarter's work, visiting students must transfer to Appalachian or withdraw from the University.

3. Special students who desire to become candidates for a degree from Appalachian must satisfy appropriate admission requirements.

GRADUATE STUDENTS

For admission and graduation requirements, see the Graduate School catalog.



ADMISSION OF AUDITORS

1. Students enrolled at the University or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors.
2. Students who audit courses must register in the Registrar's Office, pay regular fees, be regular in attendance, but will not receive grades or credit.

PROCEDURE

Students who wish to be considered for admission to the University as freshmen will obtain from the Office of the Director of Admissions an application packet, consisting of an application form, high school transcript, principal's recommendation form, and instructions for completing and submitting these forms.

All application forms are to be accompanied by an application fee of \$10.00 which is not refundable.

Applicants should request the Educational Testing Service to send results of the Scholastic Aptitude Test to the Director of Admissions.

Students who desire to transfer to Appalachian from another college or university will obtain from the Office of the Director of Admissions

an application packet consisting of an application form, dean of men or dean of women recommendation form, and instructions for completing and submitting these forms.

After all papers have been filed and evaluated, a statement of eligibility for admission or a statement of shortages to be removed before admission can be approved will be sent to the applicant.

Instruction for reserving residence hall space will be included in the letter of approval sent to each qualified applicant. Room assignments are made by the Office of Student Housing.

ADVANCED PLACEMENT PROGRAM

Appalachian participates in the Advanced Placement Program of the College Entrance Examination Board. Freshmen who have demonstrated their achievement on specific College Entrance Examination Board Advanced Placement Tests may have the results submitted to the University for consideration with regard to placement in advanced courses and for college credit. Freshman applicants are encouraged to take these tests. Freshmen may also qualify for advanced placement and credit by being invited (selection is made by the Director of Admissions) to take departmental tests in their areas of extensive specialization during freshman orientation. Based upon these test results, the amount and nature of the credit granted is determined by the Committee on Academic Policies and Procedures and the pertinent department of instruction.

READMISSION

Students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the dean of the college in which they are to be enrolled. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credits earned at another institution, and time elapsed since leaving Appalachian.

INFORMATION FOR VETERANS

The University is approved for providing training under Public Law 358, G. I. Bill effective June 1966; Public Law 634, the





children of deceased or disabled veterans; and Public Law 894, for disabled veterans. **APPROVAL FROM THE VETERANS ADMINISTRATION SHOULD BE RECEIVED BY THE STUDENT BEFORE ENTERING SCHOOL.**

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina for information and necessary forms.

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals and other University fees. For information regarding eligibility and application forms students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

FOREIGN STUDENT ADMISSION

A student wishing to apply for undergraduate admission as a foreign student should first make arrangements through the American Consulate in his own country to take the Test of English as a Foreign Language (TOEFL Test). No student can be approved (even if he meets other requirements) until a satisfactory score is received.

Funds for financial assistance to foreign students are not available. Therefore, arrangements for all expenses should be made before a student leaves his own country. All foreign students must have health insurance before they can be admitted.

EXPENSES

Fees are charged by the quarter and are due and payable in advance at the beginning of each quarter in accordance with payment instructions issued prior to each quarter.

The fees payable each quarter for undergraduates during the 1972-73 academic year, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the University reserves the right to make changes in these fees when circumstances require.

FEES PAYABLE EACH QUARTER FOR UNDERGRADUATES

Registration	\$ 10.00
Tuition—In-State	66.66
Tuition—Out-of-State	600.00
Student Center	16.00
Health and P. E. Facilities	7.50
Student Welfare and Activities	39.25
Book Rental	12.50
Sub-total—In-State Tuition and Fees	\$151.91
Sub-total—Out-of-State Tuition and Fees	\$685.25
Room*†	\$125.00
Board*	
Men	170.00
Women	140.00
Laundry*	
Men	20.00
Women	15.00
Sub-total—Men's Room, Board, and Laundry Fees	\$315.00
Sub-total—Women's Room, Board, and Laundry Fees	\$280.00



*Not applicable to day students.

†A number of dormitories will be equipped with room telephones in 1972. Room fees in those dormitories will be adjusted for the 1972-73 academic year to provide for this additional service. Dormitory assignees will be advised of the adjusted fee when the cost of the additional service has been determined.

For expenses of graduate students, see the Graduate School catalog.

The application for admission must be accompanied by an application fee of \$10.00 which is not deductible or refundable.

An advance deposit of \$100.00 to be applied against the student's tuition and fees must be remitted by each applicant for admission within three weeks of the mailing by the University of the notice



of acceptance. Failure to remit within this prescribed period will constitute withdrawal of application. If the applicant, after remitting the deposit, decides not to attend the institution and gives notice of this decision by May 1, in the case of application for the fall term, or at least one month prior to the term, in the case of application for the winter or spring term, the deposit shall be refunded.

An advance deposit of \$50.00 must be made by each student enrolled for the regular academic year who intends to return for the succeeding academic year. The fee shall be paid during the spring term of the academic year preceding the academic year for which the deposit is being paid. The deposit shall be applied against the student's tuition and fees in the event he returns. If the student decides not to return to the University and gives notice of his decision within thirty days after the last day of the spring term, or if the University determines that he is not eligible to return, the deposit shall be refunded.

A room reservation deposit of \$100.00 for students entering Appalachian for the first time or \$50.00 for a student already enrolled must accompany the application for a room reservation. The room reservation deposit is deductible from the room rent charge at the opening of the first quarter of residence. Room reservation deposits from new students for the fall quarter are refundable upon notification on or prior to May 10 and from returning students on or prior to June 15. Requests for refunds should be made to the Director of Housing.

All students living in University dormitories are required to purchase the minimum number of meal tickets at the time of registration. Mealbooks are redeemable only during the academic year in which they are issued.

DAY STUDENTS

Regular day students pay all regular expenses except room rent, cafeteria meals, laundry and dry cleaning.

FOREIGN STUDENTS

Foreign students are considered out-of-state students and must pay tuition and fees based upon out-of-state rates.

PART-TIME STUDENTS

Students who register for less than a full load pay the following charges:

One through three hours, \$30.00; four through six hours, \$43.00; more than six hours, full charges.

OUT-OF-STATE STUDENTS

The following are the criteria used in determining residence status for payment of tuition.

1. *General:* The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the twelve months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition.
2. *Minors:* A minor is any person who has not reached the age of eighteen years. The legal residence of a person under eighteen years of age at the time of his first enrollment in an institution of higher education in this state is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.
3. *Adults:* An adult is any person who has reached the age of eighteen years. Persons, eighteen or more years of age at the time of first enrollment in an institution of higher education, are responsible for establishing their own domicile. Persons reaching the age of eighteen, whose parents are and have been domiciled in North Carolina for at least the preceding twelve months, retain North Carolina residence for tuition payment



purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for twelve months as a non-student is required to regain in-state status for tuition payment purposes.

4. *Married Students:* The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least twelve months as a nonstudent.
5. *Military Personnel:* No person shall lose his in-state resident status by serving in the Armed Forces outside of the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the twelve months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.
6. *Aliens:* Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.



7. *Property and Taxes:* Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. *Change of Status:* The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina except:
 - (a) in the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as a nonstudent for at least twelve consecutive months and
 - (b) in the case of a resident who abandons his legal residence in North Carolina.In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.
9. *Responsibility of Students:* Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Admissions Officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Registrar of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.



STUDENT WELFARE AND ACTIVITIES

This fee supports such services and activities as health care, student government, concerts and lectures, class dues, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fees.

RENTAL OF TEXTBOOKS

A textbook rental fee entitles a student to receive textbooks used in each course for which he registers. Notebooks, workbooks, manuals, paperbacks, and the like are not included. These and other supplementary materials will be purchased by the student. At the end of each quarter textbooks that are not needed further are returned. A student who desires to own his textbooks may purchase them by paying the difference between the rental fee and the purchase price.



OTHER FEES

Change of course	\$ 1.00
Change of room	2.00
Late payment of tuition and fees	10.00
Late orientation test	2.00
Bachelor's degree diploma	6.00
Music per quarter	
Each thirty-minute individual lesson a week	15.00
One class lesson a week	9.00
Practice rooms for voice, piano or organ	
First quarter hour	5.00
Each additional quarter hour	2.50
Practice rooms for strings, wind or percussion	
First quarter hour	2.50
Each additional quarter hour	1.25
Physical education activity per quarter	
Bowling	8.00
Skiing	50.00
Golf	14.00
Student teaching and internships per quarter hour credit ..	2.00
National Teacher Examinations and Miller Analogies Test	
N.T.E.—Common and one teaching area	15.00
N.T.E.—Common only	10.00
N.T.E.—One teaching area	9.00
Late registration fee for N.T.E.	3.00
M.A.T. (individual administration)	7.50
M.A.T. (group administration)	5.00
Graduate Record Examinations	
Aptitude Test Only	8.00
Advanced Test only	9.00
Aptitude Test and one Advanced Test	15.00

SPECIAL NOTE

Before taking final examinations at the close of each quarter, a student is expected to settle all accounts. A student may not register for a new quarter until all charges have been paid or arranged for and until all textbooks are returned to the University Bookstore. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, and loans have been paid.

REFUND OF TUITION AND FEES

If a student withdraws from the University before the close of the registration period, one half of the room rent and tuition and proportionate part of the amount paid for meals will be refunded. If a student withdraws after the close of the registration period, a proportionate part of the amount paid for meals will be refunded. Refunds will be calculated from the date of the official withdrawal from the University. Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

STUDENT FINANCIAL AID

More than half of Appalachian's students receive financial aid. This includes federal work-study programs, various loan programs and several types of scholarships. Resources available to students through the Office of Student Financial Aid are limited, but financial assistance is within reach of almost every student who can show average academic achievement and definite financial need.

If you realize that you will be unable to meet University expenses without assistance, determine the approximate amount needed per quarter and take initiative yourself in seeking information from your high school guidance counselor or from the Director of Student Financial Aid. You will be directed to file application for at least one of the principal types of financial aid indicated below.

Aid applications for the following academic year must be submitted by April 15. You should have your parents submit a Parents' Confidential Statement if you plan to apply for a National Defense Loan, Work-Study or an Education Opportunity Grant. Forms are available at your high school. It should be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey.



INFORMATION TO VETERANS

The University is approved for providing training under provisions of Chapter 34, Title 38, U. S. Code, G. I. Bill effective June 1966; Chapter 35, Title 38, U. S. Code, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans.



Students enrolling under provisions of Chapter 34 and 35 will pay fees at the time of registration but receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran should make his arrangements early.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina, for information and necessary forms. *Approval from The Veterans Administration regarding eligibility should be received by the student before entering school. The approval form (certificate of eligibility) should be submitted to the Financial Aid Office for completion after the veteran enrolls.*

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other University fees. For information regarding eligibility and application forms, students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

STUDENT EMPLOYMENT PROGRAMS

Student employment programs are maintained to help you pay University expenses while attending classes full time. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library and the food services.

The student employment programs consist of the University Self-Help Program and the University Work-Study Program (Title I, EOA). A student returning to school for the summer session only is not eligible to work under this program.

In addition, a Student Employment Service has been established as a branch of Appalachian's Office of Student Development. Located in the Plemmons Student Center, it lists off-campus work opportunities and some on-campus placements.

Generally, you may work up to 15 hours per week in University-operated work programs. Your schedule will be arranged by you and your work supervisor with the understanding that class schedules have first priority.

STUDENT LOAN PROGRAMS

Detailed information may be obtained from your high school counselor or from the Director of Student Financial Aid. Available loan programs are as follows:

The College Foundation, Inc.

The National Defense Student Loan Program

The N. C. Scholarship Loan Fund for Prospective Teachers

Scholarship Loan Fund for Prospective Teachers of the Mentally Retarded

Guaranteed Loan Program (for out-of-state students)

UNIVERSITY STUDENT LOAN FUND

Appalachian has been given funds over the years to use as educational loans for students. When you borrow money from any of the funds listed below, you sign a promissory note and make arrangements for repayment satisfactory to the Office of the Controller. The loan funds include:

The Nora E. Edmondson Fund

The Frances L. Goodrich Fund

The B. H. Harmon Fund

The Library Science Fund

(by Eunice Query and Mabel
Brister)

The Mark Davis Fund

The W. J. Waters Graduate Fund

The Tau Beta Emergency Fund

The Dr. W. Amos Abrams Fund

GRANTS IN AID AND SPECIAL TALENT AWARDS

In recognition of students with special talents, the University provides grants in fields of activity such as dramatics, art, forensics, industrial arts, music, and athletics. If you feel that you might qualify for one of these awards, write to the appropriate department chairman for information. Athletes should write to the coach of a specific sport.

EDUCATIONAL OPPORTUNITY GRANTS

This program is part of the Higher Education Act of 1965, with the purpose being to assist in making available the benefits of higher education to qualified high school graduates of exceptional



financial need. Students who qualify may be eligible for a grant of up to \$1,000 per year for a period of four academic years. The recipient must maintain satisfactory progress in his course of study and be a full-time student during the academic year.

SCHOLARSHIPS

The J. D. Rankin Memorial Scholarship

Army ROTC Scholarships

(apply through Department of Military Science)

Alpha Gamma Chapter of Delta Kappa Gamma Scholarship

(Watauga and Avery County students only)

James G. K. McClure Scholarships

(students from designated western North Carolina counties only)

*Legislative Scholarships

*Endowment Scholarships

*Living Endowment Fund for Scholarships

Vocational Rehabilitation Scholarships

(apply through N. C. Department of Vocational Rehabilitation)

John Hilary Workman Memorial Scholarships

(apply through Department of Geography and Geology)

Kenneth B. Linney Memorial Scholarship

(voice majors only)

Presser Foundation Scholarship

(music majors only)

Watauga Savings and Loan Scholarships

(Watauga High School graduates only)

The G. P. Eggers Scholarship

(English majors only)

The Dr. J. B. Hagaman, Jr. Memorial Scholarship

(students in science only)

The Broyhill Industrial Arts Scholarship Loan Program

(industrial arts majors only)



The Clara Sullivan Crawford Memorial Scholarship Fund
(music majors only)

The Graduate Alumni Scholarship
(apply through ASU Graduate School)

The Capt. E. F. Lovill Fund
(apply through ASU Graduate School)

*Any student applying for an academic scholarship from the University will be automatically considered for these programs.





The Instructional Program



THE INSTRUCTIONAL PROGRAM

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many classes of students. In addition to the course offerings listed under each instructional department, students may elect to do independent study under the direction of selected faculty members, to study for a quarter off campus in the Training Complex, or to participate in the University honors program. More detailed information on each of these options is given in the appropriate section of this catalog.

A new catalog is issued annually, and, while course offerings are fairly continuous from year to year, the faculty reserves the right to make changes in both curricula and regulations. The information in any given catalog is, therefore, wholly valid only for the year of its issue, and is superseded by subsequent issues. Any interested person could thus consult the most recent issue of the University catalog for current information about the instructional program.

Any changes in either curricula or regulations do not, however, affect a student already enrolled in a degree program. Regardless of subsequent changes, any student may, and normally does, elect to graduate in accordance with the academic regulations in force during the time of his first registration at Appalachian, provided that he graduates within six years of his date of entry. Any student may, of course, elect to graduate under any catalog issued after his entry into the University and prior to his graduation. If a student elects to graduate under a new catalog, he must meet all requirements of the catalog under which he wishes to graduate. Any student who changes his degree program or major must meet the requirements



of the catalog in force when the change is officially declared. Students who do not declare a major at the time of their entrance may graduate under the requirements of the catalog in force at the time of their entrance, regardless of subsequent changes, if they finish within six years of their first enrollment.

The Board of Trustees is the governing body of Appalachian State University. The powers of the President and the faculty are delegated by the board.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the University. In the interest of all its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

DEGREES AND ACADEMIC SUBJECT AREAS

A student at Appalachian State University may receive professional instruction in a number of academic areas. In the lists which follow, the degrees and subjects which may be pursued are indicated. The undergraduate academic subject areas listed are those in which a minimum of a minor is available. Further information regarding the degrees or subject areas listed will be found in the appropriate sections of this catalog or the Graduate School bulletin.

Degrees and Certificates

B.A.—Bachelor of Arts

B.M.—Bachelor of Music

B.S.—Bachelor of Science

B.S.B.A.—Bachelor of Science in Business Administration

B.T.—Bachelor of Technology

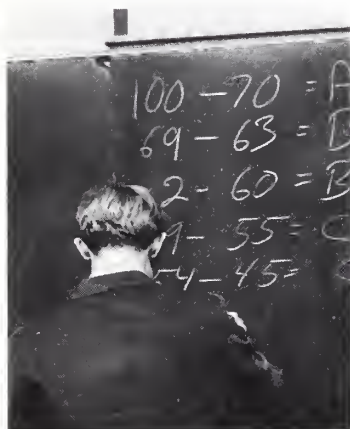
M.A.—Master of Arts

M.S.—Master of Science

Ed.S.—Specialist in Education

Spec.Sc.—Specialist in Science

Certificate of Advanced Study



Academic Subject Areas

In the list which follows the symbols M and m denote that a major or minor, respectively, is available in the subject and degree indicated. The symbol S indicates that course work leading to a specialist's degree beyond the master's degree is available. Symbols in parentheses following M.A. give the types of programs offered: A—academic, JC—junior college program, SS—secondary school program, ES—elementary school program. When only a minor is available at the master's level, it is so indicated by the symbol m following the listing of the master's degree.

Accounting: B.A. (m); B.S.B.A. (M).

Adult Education; S.; see Department of Administration and Higher Education.

Anthropology: B.A. (m); see also Social Science in this listing.

Art: B.A. (M, m); B.S. (M); M.A. (concentration and minor for elementary school teachers).

Athletic Coaching: see Department of Health and Physical Education.

Audio-Visual Media: M.A.; see Department of Educational Media.

Biology: B.A. (M, m); B.S. (M); M.A. (JC, SS); M.S. (A); Spec. Sc.; see also Science in this listing.

Business Administration: B.A. (m).

Business—Individually Designed Program: B.S.B.A. (M); see Department of Business Administration.

Business, Economic and Occupational Education: B.S. (M); M.A. (JC, SS).

Chemistry: B.A. (M, m); B.S. (M); M.A. (JC); M.S. (A); see also Science in this listing.

Clothing and Textile Merchandising: B.S. (M); see Department of Home Economics.

Computer Science: B.A. (m); see Department of Mathematics.

Counseling: M.A.; S.; see Department of Counselor Education and Reading.



Developmental Studies: S.; see Department of Administration and Higher Education.

Driver Education: B.A. (m); see Department of Health and Physical Education.

Earth Science: see Science in this listing.

Economics: B.A. (M, m); B.S.B.A. (M); see also Social Science in this listing.

Educational Leadership: Ed.S.; see Department of Administration and Higher Education.

Educational Media: S.; see also Department of Administration and Higher Education.

Elementary School Education: B.S. (M); M.A.; Ed.S.; see Department of Childhood Education.

English: B.A. (M, m); B.S. (M); M.A. (A, JC, SS).

Finance and Banking: B.S.B.A. (M); see Department of Business Administration.

Foods and Equipment: B.S. (M); see Department of Home Economics.

French: B.A. (M, m); B.S. (M); M.A. (JC, SS); see Department of Foreign Languages.

General Business: B.S.B.A. (M); see Department of Business Administration.

Geography: B.A. (M, m); M.A. (A, JC); see also Social Science in this listing.

Geology: B.A. (M, m).

Health and Physical Education: B.A. (m); B.S. (M); M.A. (ES, JC, SS).

Higher Education: Ed.S.; see Department of Administration and Higher Education.

History: B.A. (M, m); B.S. (M); M.A. (A, JC, SS).

Home Economics: B.A. (m).

Home Economics Education: B.S. (M).



Home Economics in Business: B.S. (M).

Industrial Arts: B.A. (m); B.S. (M); M.A. (JC, SS).

Institutional Administration: B.S. (M); see also Department of Home Economics.

Insurance and Real Estate: B.S.B.A. (M); see Department of Business Administration.

Junior College Education: M.A. (m).

Latin American Studies: B.A. (m); see Department of History.

Library Science: B.A. (m); B.S. (M); M.A. (JC, ES, SS); see Department of Educational Media.

Marketing: B.S.B.A. (M); see Department of Business Administration.

Mathematics: B.A. (M, m); B.S. (M); M.A. (A, JC, SS).

Military Science: B.A. (m).

Music: B.A. (M, m).

Music Education: B.M. (M—instrumental or general; leading to teacher certification); see Department of Music.

Music Performance*: B.M. (M—piano, organ, voice, band or orchestra instrument); see Department of Music.

Music—Piano Pedagogy: B.M. (M); see Department of Music.

Music Teaching and Supervision: M.A. (ES through SS, JC); see Department of Music.

Office Administration: B.A. (m); see Department of Business, Economic and Occupational Education.

Philosophy and Religion: B.A. (M, m); M.A. (m).

Physics: B.A. (M, m); B.S. (M); M.A. (m); also see Science in this listing.

*Students who expect to direct their performances towards sacred rather than secular pursuits (i.e., minister of music, choir director, service organist, etc.) will find the necessary courses in church music available.





Planning: B.A. (m); see Department of Geography and Geology.

Political Science: B.A. (M, m); M.A. (A, JC, SS); see also Social Science in this listing.

Psychology: B.A. (M, m); M.A. (A—general-theoretical or clinical).

Public School Administration: M.A.; S.; see Department of Administration and Higher Education.

Reading Specilization: M.A. (ES, SS); see Department of Counselor Education and Reading.

Science: B.S. (M with concentration in biology, chemistry, earth science, or physics); see College of Education.

Secondary School Education: M.A. (m).

Social Science: B.S. (M—general or with concentrations in economics, geography, political science, or sociology and anthropology); M.A. (JC, SS—general or with concentrations in economics, geography, political science, or sociology and anthropology); see College of Education.

Sociology: B.A. (M, m); M.A. (m, JC, SS).

Sociology and Anthropology: see Social Science in this listing.

Spanish: B.A. (M, m); B.S. (M); M.A. (JC, SS); see Department of Foreign Languages.

Speech: B.A. (M, m—concentration in general speech, speech pathology, or theater); B.S. (M—certification as speech teacher or in speech correction).

Speech Pathology: M.A.; see Department of Speech.

Special Education (mental retardation): B.S. (M); M.A.; see Department of Childhood Education.

Supervision (general and student teaching): M.A.; S.; see Department of Administration and Higher Education and Department of Secondary Education.

Technical Education: B.T. (concentration in industrial arts); see College of Education.

Two-Year College Administration: M.A.; see Department of Administration and Higher Education.

Vocational Education: B.T. (concentration in business); see College of Education.

ACADEMIC POLICIES AND REGULATIONS

DEGREE REQUIREMENTS

Students should refer to the requirements of their respective colleges for information about their courses of study and confer with their advisors whenever problems arise.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to scheduling difficulties and the student may find that the subject for which he wishes to enroll is either not available or closed to students with advanced standing.

COURSES OF INSTRUCTION

Students should refer to the various departments of the respective colleges for lists and descriptions of courses of instruction. For a description of the notation used in the listing of courses, see pages 87, 153, 179, 208.

STANDARDS OF SCHOLARSHIP

In all work done for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.



CREDITS

Appalachian operates on the quarter system with the year divided into four quarters—Fall, Winter, Spring, and Summer. The unit of credit is the quarter hour, and the number of quarter hours credit for each course offered by the University is given in the sections of this catalog where courses of instruction are listed.

REGISTRATION

Students are expected to register at the time specified by the Registrar's Office. Registration schedules are announced, and registration materials are available in the Registrar's Office. A fee is charged for late registration.



GRADES AND GRADE POINTS

At the end of each quarter grades are given in each course by letters which indicate the quality of work done by the student.

A—Excellent, 4 grade points per quarter hour

B—Above Average, 3 grade points per quarter hour

C—Average, 2 grade points per quarter hour

D—Below Average but Passing, 1 grade point per quarter hour

F—Failure, 0 grade points

P—Pass, 0 grade points (Used only for courses taken on Pass-Fail basis)

F*—Failure, 0 grade points (Asterisk indicates only that the course was taken on the Pass-Fail basis; this grade is equivalent to the F above)

I—Incomplete, Because of sickness or some other unavoidable cause. An I becomes an F if not removed within the time designated by the instructor, not to exceed a year.

W—Withdrawal, either from a course or from the University.

WF—Withdrew Failing, Course dropped with failing grades more than two weeks after registration closes.

Y—Auditing

S—Satisfactory, 0 grade points (Used for student teaching, screening proficiencies, and specially designated courses in the curriculum)

U—Unsatisfactory, 0 grade points (Used to indicate unsatisfactory performance in student teaching and screening proficiencies)

All official Drops and Withdrawals are recorded on change cards, which, when completed and approved, must be filed in the Registrar's Office.

PASS-FAIL GRADING SYSTEM

Any full-time undergraduate student with a grade-point average of at least 1.75 or any new entering student may elect to take one course each quarter under the Pass-Fail grading system. No more than two courses designated by name or area by major departments for satisfying the major and no more than two courses required in a minor may be taken under this system. If a course taken under the A-B-C-D-F grading system is repeated, it must be taken under the A-B-C-D-F system when repeated.

Once the Pass-Fail system is elected for a given course, a change back to the A-B-C-D-F system may not be made.

A grade of P indicates a grade of D or above on the A-B-C-D-F system. The hours earned will count toward graduation, but no grade is computed in determining the grade-point average (GPA).

A grade of F indicates failure; no credit is earned and the grade of F is computed in determining the GPA.

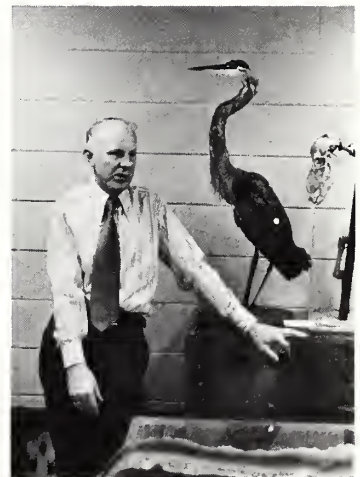
GRADE POINT AVERAGE

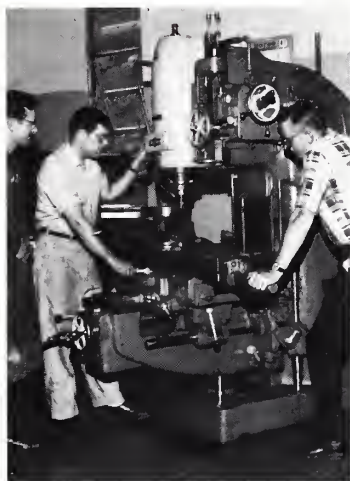
The GPA is a general measure of the quality of a student's work. Unless a course is repeated, the GPA is determined by dividing the total number of grade points earned by the total number of quarter hours attempted.

If a student passes a course but makes a low grade, he may elect to repeat the course in order to improve his record. The course may not be repeated, however, if it is a prerequisite to a course which the student already has passed. (Example: You may not repeat English 100 if you have taken English 110 and made a D or better.) In order to determine whether a course is a prerequisite to a particular course, consult the appropriate departmental listing of courses in this catalog.

When a course is repeated, only the grade points and the quarter hours earned the last time the course is taken will be used in computing the GPA. The student's record, though, will show all courses taken.

Prior to the spring quarter of the 1969-70 academic year, grade-point averages were computed in a different way. Students who were in school prior to that quarter have the choice of remaining under





the regulations in effect at that time or of choosing to have their grade-point averages computed as outlined in the previous paragraph. Those who choose to have their grade-point averages computed as outlined in the previous paragraph may not elect to go back to the other method for grade-point computation. Associated with this change in the method of grade-point computation were certain changes in retention requirements. The student who elects to change the method of grade-point computation must also accept the associated retention standards. Only work taken at Appalachian is used in computing grade-point averages.

ACADEMIC LOAD

A student normally takes from 15 to 17 hours a quarter. In special situations, a student may take more than 17 hours a quarter. To do this one must have prior approval of the dean of the college in which he is enrolled. Registration for less than 12 hours places the student on part-time status.

RESIDENCE

A student must complete at least 45 quarter hours at Appalachian, including 12 hours in his major and 6 hours in his minor, and make at least a C average over-all and in the major or area of specialization on work taken at Appalachian. The senior year (three quarters) must be spent in residence at the University.

Requirements for a bachelor's degree must be completed within 16 quarters of residence or the equivalent.

CREDIT LIMITATIONS

1. A maximum of 30 quarter hours of extension and/or correspondence work from recognized institutions may be credited toward meeting the requirements for graduation. Correspondence courses are not offered by the University. Before registering for a course by correspondence from another institution, a student must have the written permission of the Registrar and the chairman of the department in which the course is listed. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.
2. Except for physical education majors, not more than nine hours in physical education activity courses may be included within the required 183 hours.

3. A candidate for a Bachelor of Arts degree may count not more than a total of 60 hours above General Education in any one department.
4. Validation of credits earned more than 10 years prior to the date of graduation may be required if and when they are submitted to fulfill degree requirements.
5. No student may be a candidate for more than one bachelor's degree at a time. However, a graduate who holds one bachelor's degree may earn a second bachelor's degree by taking additional work of at least 45 quarter hours and by completing all requirements for the degree.
6. All baccalaureate degrees granted by Appalachian require the completion of a minimum of 90 quarter hours at a senior college or university.
7. A student who has registered at Appalachian may take work at another accredited institution to be transferred to Appalachian only with the approval of the dean of his college and the chairman of the department in which the course is to be credited.



CLASS ATTENDANCE

A student is expected to attend every meeting of his classes. If he must be absent, he should offer an explanation to the instructor. The instructor may or may not excuse the absence according to his own judgment. However, students who are absent for reason of officially representing the University (debate or athletic trips, for example) will be excused. Medical excuses will not be written by the Medical Center.

CHANGE OF COURSE

A student may drop or add courses or change sections until the close of registration. To add a course, a student must secure a drop-add form. The form is taken to the Registrar's Office where a new course card and class admission card are obtained. The class admission card must be taken to the instructor of the class added before the student will be admitted to class.

To drop a course, the student must obtain a drop-add form. He must secure the class admission card from the instructor involved and take it and the drop-add form to the Registrar's Office.



Any student who has official permission may drop a course within two weeks after the close of registration and receive a grade of W. No grade points or hours are counted for a grade of W.

Any course officially dropped more than two weeks after registration closes for the quarter is assigned a grade of W or WF depending on whether the student was passing or failing. The student must bring the drop form, class admission card, and a note from the instructor indicating passing or failing to the Registrar to drop a course after the official drop period ends. If the grade is W, the hours are not counted; if the grade is WF, the hours are counted. Courses dropped at any time without permission are recorded as F, and the hours are counted.

Within 30 days prior to the beginning of the examination period, a student may not drop a course passing.

A student pays a fee of \$1.00 for each change not initiated by the University.

WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the University for any reason must make arrangements with the Dean of Student Affairs prior to withdrawal. Permission from the parents or guardians of a minor student to withdraw is required.

Students who withdraw because of illness or extreme emergency will receive grades of W. Students who withdraw for reasons other than illness or extreme emergency will receive grades according to the policy outlined in the above section titled "Change of Course."

Students who withdraw unofficially will receive grades of F.

COURSE EXAMINATIONS

All scheduled examination periods will be met at the assigned time. A final examination period is provided during the final week of each quarter. After the schedule for examinations has been made, an instructor may not change the date or time of an examination without permission of the department chairman and dean. The instructor determines how he will utilize the assigned period, but all scheduled examination periods will be met at the assigned time. A student may take an examination outside of the scheduled time only by permission of the instructor of the course. Permission is granted only in the case of emergency.

A student who is absent from a final examination because of an emergency takes the make-up examination at the convenience of the instructor.

REPORTS

Final quarter grades are reported to the Registrar's Office not later than 48 hours after the examination in the course is given but not later than noon of the day following the last day of the examination period. Each instructor posts the grades of his students. At the end of each quarter a report of the student's grades is sent to his parents or guardian.

CLASSIFICATION

At the end of each quarter students are classified on the basis of quarter hours. All students who are admitted as regular first-year students or who have completed less than 45 quarter hours are classified as freshmen.

Students who have completed at least 45 quarter hours are classified as sophomores.

Students who have completed at least 90 quarter hours are classified as juniors.

Students who have completed 135 quarter hours are classified as seniors.

ACADEMIC SUSPENSION

To continue at Appalachian a student must have the following grade-point averages and the following hours passed at the beginning of the quarters indicated:

	G.P.A.	Hours
Quarter 2	.60	—
Quarter 3	.90	—
Quarters 4, 5, 6	1.50	35
Quarter 7	1.90	80
Quarter 8	2.00	90
(And Following)		

No student will be allowed to remain in the General College after completing seven quarters at the University. If he is not eligible to be admitted to one of the degree granting colleges by the beginning of the eighth quarter, then he will be dropped from the University.

PROBATIONARY CLASS LIST

registered for this course through the regular registration period. A corrected roster will be sent you. When you receive the corrected and returned to the registration office immediately.

COURSE NAME				DEPT. NO.
MS 11				5021
STUDENT NUMBER	MID-TERM GRADE	QTR. HOURS	TERM	
2142128	A	18.50	02270	
3045406	C	15.00	02270	
3216378	A	19.50	02270	
3247700	A	19.35	02270	
4024600	C	13.35	02270	
4393400	B	17.00	02270	
7125803	C	13.75	02270	
8015950	C	14.75	02270	
8979325	C	13.50	02270	

registered for this course through the regular registration period. A corrected roster will be sent you. When you receive the corrected and returned to the registration office immediately.

COURSE NAME				DEPT. NO.
MS 11				5021
STUDENT NUMBER	MID-TERM GRADE	QTR. HOURS	TERM	
1697634	B	15.75	02270	
2984738	B	17.50	02270	
4346300	A	18.75	02270	
4695862	A	18.50	02270	

registered for this course through the regular registration period. A corrected roster will be sent you. When you receive the corrected and returned to the registration office immediately.

COURSE NAME				DEPT. NO.
MS 11				5021
STUDENT NUMBER	MID-TERM GRADE	QTR. HOURS	TERM	
2105053	B	14.00	02270	

Eligibility for continued enrollment or for readmission may be restored only by completion of sufficient work in the summer session at Appalachian.

The summer session will not count as a quarter in residence for the purpose of computing eligibility for continued enrollment or readmission.

Grade-point averages may not be raised by correspondence or credit from another school.

Students who entered Appalachian prior to the spring quarter, 1970 may choose to abide by academic retention regulations in effect at the time they entered. However, if they choose to do this, then they must also abide by the regulations concerning the repeat rule in force at that time which requires all grades to be counted in determining the student's grade-point average whenever a course is repeated. Once students transfer to the new regulations, they must continue under these regulations until completion of their program.

Requests for readmission following suspension for academic reasons should be sent to the dean of the college involved. Approval of requests is not automatic and will depend not only on academic records but also on evidence of growth and maturity.

INDEPENDENT STUDY

Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program a student designs a project and then individually pursues his study under the auspices of an instructional staff member who serves as a consultant for the student during the course of his study. The vehicles for this are course numbers 248, 348, 548, and 648 depending on the level of the student. For information on independent study, the student should consult the dean of his college or the chairman of the department in which the independent study is to be done.

INDIVIDUAL STUDY

Individual study is the pursuit of a regularly listed course by a student without his attending classes on a regular basis. The student who wishes to pursue a course by individual study will secure the permission of the chairman of the department in which the course is offered.



CREDIT BY EXAMINATION

A student who wishes to take an examination for credit on a regularly listed course without registering for and taking the course will present his request to the chairman of the department in which the course is offered. A fee of \$20.00 is charged for such examinations and a receipt from the Cashier's Office must be shown to the department chairman before his final approval can be given. If the examination is passed, credit without grade will be noted on the student's transcript. If the examination is not passed, no notation is made on the transcript. In the case of freshmen who take advanced placement examinations during the freshman orientation period, the fee is waived.

HONORS

To encourage scholarship the University officially recognizes students who distinguish themselves in scholarships. Honors Day is observed in a convocation of students and faculty during the spring quarter with an address by a distinguished speaker. The printed program contains the names of all students qualifying for scholastic honors, and each honor student is awarded a certificate.

Alpha Chi, a national scholastic fraternity, is open to not more than the top ten percent of the junior and senior classes who have a grade-point average of not less than 3.25.





DEAN'S LIST

At the end of each quarter a student who has taken at least fifteen hours and has achieved a grade-point average of at least 3.00 on all work attempted with no grade below C and with no "Incomplete" is placed on the Dean's List.

HONOR TEACHING

A student who shows exceptional initiative, scholarship, and excellence in student teaching may be designated and recognized as an Honor Teacher. The honor will be entered on his official record.

GRADUATION WITH HONORS

To be eligible for graduation with honors a student must complete a minimum of six quarters in residence at Appalachian. A grade-point average of 3.25 is required for graduating *cum laude*; a grade-point average of 3.65 is required for graduating *magna cum laude*; and a grade-point average of 3.85 is required for graduating *summa cum laude*.

GRADUATION

Degrees are conferred at the close of the spring and summer quarters. Candidates for degrees and/or teaching certificates must file application for degrees and North Carolina certificates on blanks provided by the Registrar on registration day of the quarter in which graduating requirements will be completed. At the time of filing the application all requirements except current work should be completed.

All candidates for degrees at any commencement are expected to be present to receive their degrees in person unless excused by the Registrar.

TRANSCRIPTS

Transcripts should be requested from the Office of the Registrar. At each registration period a student pays fifty cents (included in Student Welfare and Activities fee) to cover the cost of transcripts for life. Each student will receive a transcript upon request free of charge. No more than three transcripts will be issued at any one time. Transcripts will not be issued if the student has an unsettled account with the University.

SPECIAL PROGRAMS

EXTENSION

As a service to the people of Piedmont and western North Carolina, Appalachian conducts off-campus classes. As far as possible, these classes are planned around extension centers so that adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of extension classes, including tuition and fees is \$36.00 for each three-quarter hour course. A student registering at Appalachian for the first time must pay an additional fee of \$10.00.

For graduate students who register for extension work, up to nine quarter hours of graduate credit may be counted toward the master's degree. Extension work applied toward the master's degree will not reduce the minimum residence requirements of thirty-six weeks, but it can be used to replace the six weeks of additional residence required of students who do not write a thesis.

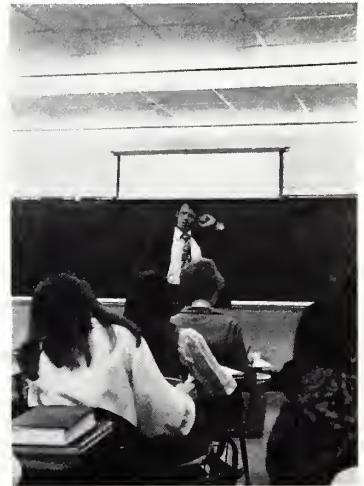
Not more than 30 quarter hours of extension and/or correspondence credit from recognized institutions may be applied toward meeting the requirements for the baccalaureate degrees.

Information on the extension program may be obtained by writing to Director of Extension and Field Services, Appalachian State University, Boone, North Carolina, 28607.

SUMMER SESSIONS

Since the beginning, summer sessions have been an integral part of Appalachian's programs. During the summer of 1971, there were over 5,000 registrations in the summer sessions. Courses are offered on a full quarter basis, in two consecutive five-week terms, and in five two-week terms.

The summer session provides opportunities for students to accelerate their progress toward degrees. The schedule is designed to permit high school graduates to begin their studies here in the summers. It also is designed to help teachers and school administrators who desire to advance professionally. The schedule of courses for the summer quarter is published as a part of the summer sessions bulletin



in March. Write to the Summer School Office for copies of the bulletin or for other information.

ENROLLMENT, FALL QUARTER, 1971

Freshmen	1,785
Sophomores	1,514
Juniors	1,718
Seniors	1,453
Special	51
Graduates	824
Extension	323
Total Number Enrolled	7,668

DEGREES CONFERRED, 1971

	Spring 1971	Summer 1971
Bachelor of Arts	84	18
Bachelor of Music	13	2
Bachelor of Science	897	190
Bachelor of Science in Business Administration	120	30
Master of Arts	103	288
Total Number of Degrees Conferred	1,217	528

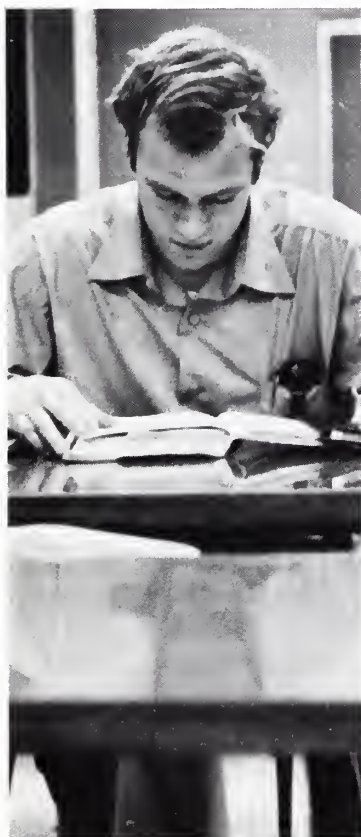




The General College

THE GENERAL COLLEGE

O. K. Webb, Jr., Dean



The General College supervises and administers academic advising, student academic programs, and the general education curriculum for students at the freshman and sophomore levels. It also has responsibility for the administration of certain pre-professional programs.

All freshman students entering the University are enrolled in the General College. Transfer students who do not meet the admission requirements of a degree granting college enroll in the General College until such requirements are met.

Although the General College is responsible for administering its students' academic affairs, policy decisions in such matters are made in cooperation with the dean of the college offering the courses in question.

The college's program of academic advising provides services for students during their first two years of college life. Advisors are drawn from the academic faculties, and they help students plan academic programs.

Although advisement is offered by the faculty on a systematic basis, advisement is voluntary on the part of the student. This means, however, that each student is strictly responsible for keeping up with his own curriculum so as to meet graduation requirements.

The General College provides an integrated curriculum which covers broad areas of knowledge, encompassing all the important fields needed by educated persons.

In addition to the general education courses, students in the General College also take preparatory courses for specialized training in their major and minor fields. It is important that the student be familiar with the degree requirements for the particular college from which he plans to graduate and to plan his program carefully. The specific requirements and course patterns for the different degrees are given in the sections of this catalog referring to the colleges which grant the degrees. The student is advised to consult these sections as he plans his program for the four years.

General Education Requirements 57-63 q.h.

Courses in communication, humanities, mathematics, social science, natural science, and behavioral science are designed to give a student competence in communications and logical thinking, a broad acquaintance with the various components of human knowledge, an understanding of our cultural and social heritage, and an opportunity to develop value judgments, constructive attitudes, and the ability to function purposefully in a democratic society.

For all baccalaureate degrees, a student shall complete the following requirements in general education.

a. Communication 9 q.h.

English 100, 110, 120 either must be completed or proficiency at the level of the courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade. Students who are candidates for teacher certification must also take Speech 101.

b. Humanities** 18 q.h.

Courses must be elected from at least three areas listed below. Two of the courses must be in literature. Approved courses in literature are marked with an asterisk.

Art 217, 218, 219, 301, 302, 303, 304, 306

English, any course in literature (all such courses meet literature requirement)

English 217 (counts as a separate area)

French 301*, 302*, 303*; 305, 306; 401*, 402*, 403*; 465*, 467*



Latin 301*, 302*, 303*

Music 217, 218, 219, 304, 305, 306

Philosophy, any course subject to stated prerequisites

Religion, any course subject to stated prerequisites. The following satisfy the literature requirement: 202*, 203*, 302*, 304*, 407*

Spanish 301*, 302*, 303*; 305, 306; 401*, 402*, 403*; 461*, 465, 467

Speech 206, 217; 310, 311, 312; 406

c. Social Sciences 14-16 q.h.

History 101, 102 or 103, 104 either must be completed or proficiency at the level of these courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

If a student has completed a year of European or World History in high school with an average of B or better, he may meet the general education requirement in history by electing History 221, 222 or 231, 232.

In addition, two courses must be selected from the list below.

The courses must be from different areas:

Anthropology 210, 235, 245, 315, 401

Any course in economics, subject to stated prerequisites

Geography 101, 102, 103; 221 [203], 240 [216]

Any course in political science, subject to stated prerequisites

Any course in sociology, except 205 and 302, subject to stated prerequisites

Psychology 201, 202; 450, 451

d. Biological and Physical Sciences*** 9-12 q.h.

Courses must be selected from one of the areas listed below, subject to stated prerequisites:

Biology (except 107, 207, 303, 450, 451, 452, 457, 459, 475)



Chemistry

Geology

Physical Science

Physics

- e. Mathematics 4-5 q.h.

Mathematics 101, 107, or 111 either must be completed or proficiency at the level of these courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

- f. Physical Education 3 q.h.

Physical education activity courses

****Foreign language courses taken to meet other bachelor's degree graduation requirements may not serve to meet general education requirements.**

*****In the program for applied music, this will be satisfied by a five quarter hours course in acoustics and sound offered by the Physics Department.**

Further requirements for the degrees are listed under the programs of the degree granting colleges.

PRE-PROFESSIONAL PROGRAMS

It is possible for a student to obtain, at Appalachian, preparation for admission to professional schools in other institutions. In most instances a student may take two or more years at Appalachian prior to transfer to the professional school. In every instance, the student should consult the catalog and with the admission officer of the professional school as he plans his program. An advisor is available for each of the pre-professional programs listed below.

LEGAL

Law schools require a baccalaureate degree for admission. The degree may be either the Bachelor of Arts or the Bachelor of Science degree. No prescribed pre-law program is required by most law schools. Usually the need for a broad general education is emphasized.





The student should choose his major in terms of his special interest in the field of law. It is recommended that his program include courses selected from economics and business, English, geography, history, mathematics, philosophy and religion, political science, science, sociology, and speech. Participation in the forensics program should be helpful to the pre-law student.

MEDICAL AND DENTAL

All medical and dental schools require at least three years of satisfactory undergraduate work at an accredited college or university. Most state that, all other things being equal, preference will be given to those completing a bachelor's degree with an academic major. Medical and dental education requires a background in the humanities and should not be limited to the sciences. The particular courses the student takes are not as important a criterion for admission to medical schools as the way he handles his undergraduate work. A B.A. curriculum should be followed.

If they are not required in the program selected, the following courses should, nevertheless, be taken: Mathematics 111, 112, 211; Chemistry 101-102-103, 201-202-203, 210; Biology 202, 307; Physics 101-102, 103; Psychology 201. Suggested electives: Psychology 205; Chemistry 301.

NURSING

In cooperation with the University of North Carolina at Greensboro, Appalachian offers the first two years of a program leading to the Bachelor of Science in nursing degree. The following courses should be taken by students in this program: English 100, 110, 120, 201, 202, 203; History 101, 102 or 103, 104; Modern Foreign Language 101-102-103, 104-105-106; Sociology 201; Anthropology 210; Sociology 120 or Anthropology 315; Biology 201-202-203, 301, 307; Chemistry 101-102-103; Mathematics 107; Psychology 201, 202; and six hours of physical education activity courses.

PHARMACY

A B.A. degree in pharmacy requires five years, three of which must be spent in residence at the school of pharmacy. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic advisor adjust his course of study to meet his individual needs.

It is suggested that the pre-pharmacy student take Chemistry 101-102-103, 201-202-203, 210; Mathematics 107; Biology 204-205-206; English 100, 110, 120; Physics 101-102, 103; Economics 201-202-203.

ENGINEERING

A student may take at Appalachian most of the work included in the first two years of engineering schools. It is important that the student who plans to pursue a program of studies leading to a degree in engineering be well prepared in mathematics and science. For this reason a beginning freshman who plans to follow this course of study must have a score of at least 600 on the SAT mathematics test.

The course of study for the freshman and sophomore years should include English 100, 110, 120; Physics 150-151-152, 212; Industrial Arts 101-102-103; Chemistry 101-102-103; Mathematics 111-112-211-212-213 and 311-312-313; History 101, 102 *or* 103, 104 and Economics 201-202-203. The student should consult the catalog of the engineering school to which he plans to transfer and follow as closely as possible the course of study given there for his particular field of interest.

FORESTRY

In cooperation with North Carolina State University, Appalachian offers the first two years of a program leading to a bachelor's degree with a major in forestry.

It is suggested that the pre-forestry student take Chemistry 101-102-103; Biology 101-102-103; English 100, 110, 120; Mathematics 111-112-211-212-213; Economics 201-202-203; Physics 101-102, 103; and electives in social science and the humanities.

Students planning to transfer into the pulp and paper technology curriculum should take Chemistry 101-102-103, Physics 211, 212, 213; and should include Chemistry 201-202-203, Organic Chemistry, 12 credits, in place of the sophomore electives.

Students planning to enroll in wood technology should take Chemistry 201-202-203.

Students planning to enroll in recreation and park administration are not required to take physics or calculus.



Students in the pre-forestry curriculum must start their program at North Carolina State University with the summer camp which is prerequisite to junior standing.

PLANNING

The interdisciplinary social science minor in planning is designed primarily to:

- a. Produce competent planning personnel for employment in planning agencies, particularly those located within the Appalachian region.
- b. Prepare students for graduate work in urban and regional planning should they seek advanced training in this field subsequent to graduation from Appalachian.

For the requirements in the planning minor, consult the section in this catalog under the Department of Geography and Geology.





The Honors Program



THE HONORS PROGRAM

H. Max Smith, Director

The University offers an honors program designed specifically for superior students. Participation in any part of this program is by invitation only; however, a student may petition to participate by directing the request to the Director of the Honors Program.

The honors program at Appalachian is based on a two-fold approach: general honors and departmental honors. General honors stresses an interdisciplinary or broad approach to learning, while departmental honors emphasizes depth. Course offerings in departmental honors are listed elsewhere in this catalog under the individual departments.

A general honors student will take a six-quarter sequence of interdisciplinary seminars, each conducted by a team of professors. These seminars will satisfy 30 hours of general education requirements in humanities, history, and social sciences. Interdisciplinary seminars at the junior and senior levels will be offered. Honors students who demonstrate satisfactory work in an honors seminar will receive a grade no lower than a B. A general honors student must maintain an overall grade-point average of 3.00 to remain in the program.

COURSES OF INSTRUCTION FOR GENERAL HONORS

(For a description of the notation used in the following list of courses, see p. 87.)

191. The Nature of Man/(5)F.

An interdisciplinary seminar which will study selected literary and philosophical masterpieces concerning the nature of the individual, his behavior, and his sense of beauty. These subjects may be considered also from the point of view of religion and psychology, as well as philosophy.

192. Man and the Universe/(5)W.

An interdisciplinary seminar concerning the development of scientific thought and its impact on man's concept of the universe and man's relation with his environment. Several basic theories will be emphasized.

193. Human Organization/(5)S.

An interdisciplinary seminar dealing with man's struggle to understand his fellow man in social and political contexts by a study of selected social and political problems. The areas of history, political science, sociology, and cultural anthropology will be involved in this study.

291. Change and Continuity in Human Society/(5)F.

Studies in the origin and development of institutions and ideas which have changed and maintained human society.

292. Men and Movements in History/(5)W.

Studies in men such as Jesus Christ, Karl Marx, and Charles Darwin and of the way their ideas have influenced movements in history.

293. The Domain of the Arts/(5).S.

A correlated study of the arts which will involve a study of aesthetics, painting, sculpture, architecture, drama, and music.





**The College of
Arts and Sciences**

THE COLLEGE OF ARTS AND SCIENCES

William C. Strickland, Dean

In cooperation with other colleges of the University, the College of Arts and Sciences strives:

To provide a liberal education for all Appalachian students.

To offer instruction appropriate for specialization in the natural sciences, social sciences, humanities, and mathematics.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To prepare students for graduate study and research.

DEPARTMENTS

The College of Arts and Sciences consists of the following twelve departments:

Biology	Mathematics
Chemistry	Philosophy and Religion
English	Physics
Foreign Languages	Political Science
Geography and Geology	Psychology
History	Sociology and Anthropology

DEGREES OFFERED

The College of Arts and Sciences offers the Bachelor of Arts degree with a major in each of these twelve departments. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in biology; chemistry; English; French; history; mathematics; physics; Spanish; science with concentration in biology, chemistry, earth science, or physics; and social science with concentration in geography, political science, or sociology and anthropology.

To be admitted to the College of Arts and Sciences as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00 (which must be maintained).
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

BACHELOR OF ARTS DEGREE

To earn the Bachelor of Arts degree in the College of Arts and Sciences, the student must meet the following requirements:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of nine quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level which they are prepared to perform regardless of previously earned units.

4. Completion of a major consisting of 36 to 54 quarter hours from one of the fields listed below:

Biology	Mathematics
Chemistry	Philosophy and Religion
English	Physics
French	Political Science
Geography	Psychology
Geology	Sociology and Anthropology
History	Spanish

A student must have at least a 2.00 grade-point average on all work in the major at Appalachian. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. *Specific requirements for each departmental major preface the list of courses offered by the department.*

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian.
6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
9. Recommendation of the faculty.
10. Take the Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination. Students who intend to enter law school may substitute the Law School Admissions Test for the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teaching certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

BACHELOR OF SCIENCE DEGREE

(with teacher certification; B.S. "b" program)

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 171.

INTERDISCIPLINARY MINORS

LATIN AMERICAN STUDIES

A student may earn an undergraduate minor in Latin American studies by successful completion of an interdisciplinary program which must include: (1) two years of college Spanish or Portuguese or the equivalent; (2) at least 24 quarter hours of appropriate work taken from the four disciplines of foreign languages, geography, history, and political science; and (3) interdepartmental seminar or appropriate research project. Courses which a student elects to count toward this minor cannot also be included in a major. The 24 quarter hours are to be selected from the following: Geography 302; History 231, 232, and 412; Political Science 452; Spanish 305, 306, 312, 401, 402, 403, and 467. For information concerning this program, contact the Department of History.

PLANNING

A student may earn an undergraduate minor in planning by successful completion of any interdisciplinary program of 26 quarter hours which must include: (1) Psychology 205 if not otherwise required in his major program; (2) Geography 241 [201], 242, 343 and 344; and (3) twelve quarter hours selected from the following outside the student's major program: Geography 240 [216], 311, 330 [410]; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. For further information on the planning minor see page 109.

COURSES OF INSTRUCTION

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate

students with the approval of advisor; and 500 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog of 1971-72.

The figure in parentheses after the course title tells the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Departments and Courses of Instruction in the College of Arts and Sciences:

DEPARTMENT OF BIOLOGY

F. Ray Derrick, Chairman

The objectives of the Department of Biology are to provide a cultural background in the life sciences as a part of every student's general education; to prepare students to teach biology; to prepare students to meet admission requirements of professional schools; to prepare professional biologists; to provide courses in

biology for teacher certification in other areas such as home economics, physical education, and science.

A major in biology leading to the Bachelor of Arts degree consists of 38 quarter hours in biology in courses numbered above the 100 level. This must include 201-202-203, 204-205-206, 20 quarter hours in electives in biology. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Math 107 and 111 or Math 111 and 112.

A minor in biology consists of 18 quarter hours above 100 level courses, including 201-202, 204-205, and six quarter hours in electives in biology.

A major in biology leading to the Bachelor of Science degree and teacher certification consists of 40 quarter hours above the 100 level. This must include 201-202-203, 204-205-206, 301, 307, 308, 309, 454, 455. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Math 107 and 111 or Math 111 and 112.

For the curriculum for a major in science and concentration in biology leading to the Bachelor of Science degree and teacher certification see page 177.

A major in biology for the master's degree consists of a minimum of 36 quarter hours in biology. Required courses include Biology 454, 455, 500, 501, 503, 505 or 506, 514.

A major in biology for a Specialist in Science degree consists of a minimum of 36 quarter hours in biology. Required courses include 610 and 612. (For further information see Graduate Catalog.)

COURSES OF INSTRUCTION IN BIOLOGY AND GENERAL SCIENCE

(For a description of the notation used in the following list of courses, see p. 87.)

BIOLOGY

101-102-103. Introduction to Life Science/(3-3-3).F-W-S;SS.

A survey of living organisms and their relationship to each other and to their environment. Study of topics from morphology, physiology, embryology, and genetics with particular reference to man and healthful living. Lecture two hours, laboratory two hours.

107. Biology/(4).F;W;S;SS.

An experimental approach to the basic concepts of life science that are applicable to the elementary school curriculum. *Restricted to elementary education majors.* Lecture three hours, laboratory two hours.

201. Invertebrate Zoology/(3).F.

The taxonomy, morphology, and physiology of the invertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

202. Vertebrate Zoology/(3).W.

The taxonomy, anatomy, physiology, and natural history of the vertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

203. Animal Ecology/(3).S.

A study of ecological principles, inter-relationships, environmental factors, and distribution of animals. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours, 2nd field work.

204. Introductory Botany/(3).F.

Historical backgrounds of botany, principles of cytology, physiology, anatomy, and morphology of the seed plants. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

205. Survey of Plant Kingdom/(3).W.

A phylogenetic approach to the reproduction, anatomy, and morphology of representative plants from each division. Prerequisite: Biology 204. Lecture two hours, laboratory two hours.

206. Phytoecology/(3).S.

Principles of phytoecology covering such major topics as plant succession, plant communities, water relations, energy flow, natural vegetation, plant geography and economic botany. Prerequisite: Biology 204, 205. Lecture two hours, laboratory two hours.

207. Economic Biology/(3).F.

A study of plants and animals as they affect food, clothing, and shelter. *For home economics majors only.* Lecture two hours, laboratory two hours.

248. Independent Study/(1-6).
F;W;S;SS.

300. [520]. Cellular Physiology/
(3).F;SS.

A study of the fundamental physiological processes at the cellular level. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture two hours, laboratory two hours.

301. Introductory Animal Physiology/
(4).W;S.

Fundamental principles of animal physiology. Prerequisites: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

303. Non Vascular Cryptograms/
(3).F.

A morphological and taxonomic investigation of the Algae, Liverworts, and Mosses. Techniques of identification, collection, and preservation will be stressed in the laboratory. Lecture two hours, laboratory two hours.

304, 305. Systematic Botany/
(3,3).W,S.

The general principles of the taxonomy of the vascular plants utilizing elements of the local flora as laboratory material in the consideration of identification, nomenclature, classification, and evolutionary mechanisms. Prerequisite: Biology 204. Lecture two hours, laboratory two hours (each course).

306. Comparative Entomology/(3).F.

A comparative survey of the Insecta and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisite: Biology 101-102-103 or permission of instructor. Lecture two hours, laboratory two hours.

307. Vertebrate Anatomy/(4).F;W.

A comparative study of the origin, evolution, and present condition of the vertebrate structures. Prerequisite: Biology 201-202-203. Lecture three hours, laboratory two hours.

308. Bacteriology/(4).F;S;SS.

A study of the morphology and physiology of bacteria and their relation to man. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

309. Embryology/(3).W;S.

Gametogenesis, fertilization, and structural development of the vertebrate embryo. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

348. Independent Study/(1-6).
F;W;S;SS.

350. Biological Science Investigations/
(5).S.

A course designed expressly for elementary majors who choose their academic concentration in science. Topics from modern biology which are introduced in the upper elementary school will be stressed. Prerequisite: Biology 107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours.

450. Nature Study/(3).SS.

Observation of common plants and animals, methods of collecting, organizing, and presenting nature study materials in the grades. Not open to biology majors for credit.

451. Ornithology/(3).S;SS.

An introduction to the anatomy, physiology, behavior, ecology and identification of birds. Lecture two hours, laboratory two hours. Early morning and at least one Saturday all-day field trips are required.

452. Microtechnique/(3).W;SS.

Technical methods used in preparing materials for microscopic study; practical training in preparation of permanent slides of small organisms and tissue of higher organisms. Lecture two hours, laboratory four hours. Offered 1974 S.S.

453. Histology/(3).W;SS.

Microscopic anatomy of the vertebrate body, including a study of the principle tissues and organs. Prerequisite: Senior standing and twenty-four quarter hours of undergraduate biology. Lecture two hours, laboratory two hours. Offered 1973 S.S.

454. Genetics/(3).F;S;SS.

A study of principles of variation and heredity governing plants and animals with special reference to man. Prerequisite: Biology 101-102-103.

455. Plant Physiology/(4).F;S;SS.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisite: Biology 204-205-206 and Chemistry 101-102-103. Lecture three hours, laboratory two hours. Offered 1974 S.S.

457. Ichthyology/(3).S;SS.

Taxonomy, distribution, and ecology of fresh-water fishes of eastern North America. Management practices will be emphasized. Prerequisite: Senior standing and twenty-four hours of undergraduate biology. Offered 1974 S.S.

458. Radiation Biology/(3).W;SS.

A study of the use of radioisotopes in biological systems. Laboratory six hours. Not offered 1972-73.

459. Mammalogy/(3).W;SS.

The natural history, adaptations, taxonomy, and economic importance of mammals. Lecture two hours, laboratory two hours. Field projects are required. Offered 1974 S.S.

475. Anatomy and Physiology of the Receptors and Voice Mechanism/(3).F;SS.

For special education majors, speech majors, and also an elective for biology majors. The study of the organs and tissues involved in human communication, normal and defective.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research, the literature and methods of scientific writing. Required in the first quarter of beginning graduate students. *Hubbard*.

501. Advanced Animal Ecology/(3).F;SS.

Population analysis, population dynamics, simulated environments, community ecology, wildlife management, and environmental modifications and adaptations. Lecture two hours, laboratory two hours. *Randall*. Offered 1973 S.S.

502. Fresh Water Biology/(3).SS.

A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture two hours, field work two hours. *Derrick*. Offered 1973 S.S.

503. Bacteriology of Water, Milk, Food, and Sewage/(4).W;SS.

Laboratory and field methods dealing with the sanitary aspects of foods and food handling; sources and kinds of bacteria in milk, water, and sewage with their sanitary significance. Prerequisite: three hours of undergraduate bacteriology. Lecture three hours, laboratory two hours. *Montaldi*. Offered 1973 S.S.

504. Taxonomy of Vascular Plants/(3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours. *Carpenter*. Offered 1973 S.S.

505. Animal Physiology I/(3).W;SS.

Physiology of the sensory, nervous, muscular, and circulatory systems; laboratory experiments, reports, and readings. Lecture two hours, laboratory two hours. *Hubbard*. Offered 1973 S.S.

506. Animal Physiology II/(3).S;SS.

Physiology of respiration, elimination, excretion, reproduction and hormone coordination. Lecture two hours, laboratory two hours. *Hubbard*. Offered 1974 S.S.

509. Evolution/(3).F;SS.

Evidences of organic evolution will be considered and evaluated from the paleontological, morphological, and physiological standpoints. *Randall*. Offered 1974 S.S.

510. Entomology/(3).SS.

Biology and systematics of the Insecta and related Arthropoda with emphasis on techniques of collecting, rearing, and identifying common insects. Collection required. Lecture two hours, laboratory two hours. *Glover*. Offered 1974 S.S.

512. Local Flora/(3).SS.

A course designed specifically for elementary school teachers. A study of the common flora and economic plants of North Carolina including the collection, common name identification, and methods of preservation. Lecture two hours, laboratory and field work two hours. *Robinson*.

514. Plant Anatomy and Morphology/(3).S;SS.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours. *Carpenter*. Offered 1974 S.S.

515. Plant Ecology/(3).SS.

A study of units of vegetation and plant succession; factors of the habitat; soils and climate; taxonomy of local flora and preparation of the herbarium material. Lecture, laboratory, and field work five hours. *Hurley*. Offered 1973 S.S.

517. Parasitology/(3).F;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. *Glover*. Offered 1974 S.S.

518. Advanced Genetics/(3).W.

A review of basic genetic concepts and an extensive investigation of recent advances in animal and plant genetics. Lecture two hours, laboratory two hours.

519. Comparative Vertebrate Embryology/(3).F.

An advanced course in comparative embryology of the vertebrates. *Derrick*.

522. Cryptogamic Botany/(4).S.

Taxonomy, morphology, and ecology of the cryptogamic flora exclusive of the fungi. Lecture three hours, laboratory two hours. *Carpenter*.

524. Advanced Plant Physiology/(4).F.

An advanced treatment of the physiology of growth and development of higher plants, with emphasis on the biochemistry of the essential elements. Prerequisite: Biology 455. *Helseth*.

530. Seminar/(1).F;W;S.

Presentation of one research paper for each year of full-time graduate study. One hour credit given during quarter in which paper is presented. Required of all graduate students.

535. History of Biology/(3).S;SS.

A survey of the history of biology with special emphasis upon experiments which have led to the discovery of the more important biological principles and concepts. *Robinson*. Offered 1974 S.S.

548. Independent Study/(1-6).
F;W;S;SS.

(Limit of eight hours credit.)

550. Master's Thesis/(6).F;W;S.

601. Biogeography/(3).F.

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geological units. *Randall*.

603. Advanced Invertebrate Zoology/(3).W.

Morphology, physiology, life cycles, systematics, and ecology of invertebrates (exclusive of insects). Lecture two hours, laboratory two hours. *Henson*.

605. Mycology/(3).S.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours. *Bond*.

607. Plant Growth and Development/
(4).W.

Growth regulatory substances, morpho-
genetic stimuli, quantitative interpreta-
tions of growth, totipotency and diversi-
fication in cultured cells. Lecture three
hours, laboratory three hours. *Helseth.*

610. Advanced Seminar/(3).W.

Lectures, readings and discussions dealing
with biological principles and theories.
Staff.

612. Advanced Independent Study/
(3).F;W;S.

Student selects an area of investigation
which must be approved by instructor
and advisor.

614. Comparative Animal Physiology/
(4).F.

A study of physiological adaptations
among phyla of animals, including basic
principles of irritability, coordination and
regeneration, hormonal control, and
responses to environmental factors. *Hub-
bard.*

616. Principles of Animal Taxonomy/
(4).F.

A treatment of modern evolutionary
systematics emphasizing numerical phe-
netics, serology, cladistic theories of
Henning, and practical problems of using
the International Code of Zoological
Nomenclature. Lecture three hours, labo-
ratory two hours.

618. Advanced Bacteriology/(4).W.

Modern techniques and procedures in
bacteriology, including instrumental and
biochemical methods of analysis and
interpretation of data. *Montaldi.*

624. Insect Physiology/(4).S.

Special physiological processes peculiar
to insects and other arthropods. Lecture
three hours, laboratory two hours.
Glover.

648. Independent Study/(1-6).
F;W;S;SS.

Approved Electives From Chemistry

454-455. Biochemistry

506-507. Organic Reaction
Mechanisms

General Science

401. Methods of Elementary School
Science/(3).F;W;S.

A survey of scientific principles and con-
cepts suitable for the elementary grades.
Emphasis is placed upon the construction
of units for the various grade levels,
methods of teaching these units, related
demonstrations and experiments, and the
correlation of the science units with other
instructional areas.

450. Science in the Elementary
School/(3).SS;Ex.

A course designed for teachers with
limited science background. Basic con-
cepts, use of simple materials for demon-
strations, and the problem solving ap-
proach are stressed. Lecture and demon-
stration three hours. Available as a
workshop.

507. Science in the Junior High
School/(3).SS;Ex.

A laboratory course designed to aid
junior high school personnel in develop-
ing an experimental approach to science.
Emphasis will be placed upon personnel
gaining appropriate skills and academic
competency to motivate open-ended in-
vestigations for groups and individuals.
Available as a workshop.

510. Environmental Education
(3).SS;Ex.

A study of environmental problems rele-
vant to man. Designed primarily for
elementary education majors.

DEPARTMENT OF CHEMISTRY

George B. Miles, Chairman

The objectives of the Department of Chemistry are:

1. To prepare students to teach chemistry at the high school and junior college levels.
2. To prepare students for continuing their study of chemistry at the graduate level.
3. To prepare chemistry graduates for careers in industry and scientific research.
4. To provide supporting and/or enriching courses in other areas.

A major in chemistry leading to the Bachelor of Arts degree consists of 47 quarter hours above the General Chemistry (101-102-103). The required courses are Chemistry 201-202-203, 210, 301-302-303, 400, 404, and 410 and 12 quarter hours selected from other chemistry courses. The chemistry major must take Physics 150-151, 152; an additional nine to 12 hours in either Biology (300, 301, 308, 454 recommended), Geology or Physics (470 and 471 not accepted) and Mathematics 111-112-211-212-213.

A minor in chemistry consists of 18 quarter hours above General Chemistry. (Chemistry 210 recommended.)

A major in chemistry leading to the Bachelor of Science degree and teacher certification consists of 32 quarter hours above general chemistry. The required courses are Chemistry 201, 210, 301, 404 and 17 quarter hours selected from the other chemistry courses. The chemistry major must take a year of physics, Biology 101-102-103 and Mathematics 111-112-211-212-213.

For the curriculum for a major in science and concentration in chemistry leading to the Bachelor of Science degree and teacher certification see page 177.

In the Master of Arts degree in the junior college teaching program, a major in chemistry consists of a minimum of 45 quarter hours of credit. The 45 quarter hours credit includes a thesis for six hours credit (Chemistry 550). A minimum of six quarter hours credit is required in education and psychology (12 quarter hours credit required for secondary certification). The following chemistry courses are required: 450 or equivalent; 460; 502 (to be taken fall term of first year); 504; 506; 510; 513 or 514; and 550.

In the Master of Science degree program, a major in chemistry consists of 45 quarter hours of courses including six quarter hours credit for research and thesis (Chem-

istry 550). The following chemistry courses are required of all candidates for this degree: 450 or equivalent; 504; 506; 510; 513 or 514; 530 and 550. The remaining quarter hours, for a total of 45 quarter hours, will be elected from courses in chemistry numbered 450 and above, Physics 453 and Mathematics 461 and 462.

All graduate students are required to participate in weekly seminar discussion periods each quarter in residence.

All master's degree candidates must pass comprehensive examinations in the four major fields of chemistry: inorganic, organic, analytical and physical. Each must present and defend his thesis before the chemistry faculty.

COURSES OF INSTRUCTION IN CHEMISTRY AND PHYSICAL SCIENCE (For a description of the notation used in the following list of courses, see p. 87.)

CHEMISTRY

101-102-103. General Chemistry/ (4-4-4).F-W-S.

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, and the classification of chemical substances derived from their properties, structure, etc. Lecture three hours, laboratory three hours.

Laboratory sections numbered below 40 are designed to augment the information presented in the lectures and to meet the needs of students in all curricula.

Laboratory sections numbered above 40 are designed to provide an opportunity for the student to engage in more individually oriented experiments requiring an interest above the ordinary.

Students, *regardless of their curriculum*, are free to elect either laboratory in any of the three terms within the year. Each student is judged on the basis of performance in the laboratory *he or she has chosen*.

111-112-113. Applied Science/ (5-5-5).F-W-S.

A study of fundamental principles of science. Fundamentals of inorganic, physical, organic and biochemistry. Basic principles of mechanics, heat, electricity and magnetism. Credit only for home economics majors. Lecture three hours, laboratory four hours.

201-202-203. Organic Chemistry/ (4-4-4).F-W-S.

Organic chemical theory as related to structure and methods of determining structure and reaction processes introduced in Chemistry 201. Functional group and type compounds used to extend the study into a survey of organic chemistry in Chemistry 202 and 203. Laboratory practices in class reactions and synthesis. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

210. Quantitative Analysis/(4).S.

An introduction to analytical chemistry, including equilibria, Beer's law and oxidation reduction reactions; the basic methods of quantitative analysis are in-

roduced and practiced with laboratory unknowns. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

248. Independent Study/(1-6).
F;W;S;SS.

301-302-303. Physical Chemistry/
(4-4-4).F-W-S.

Chemistry 301—Mathematical treatment of the theories underlying the thermodynamic properties and behavior of gases, liquids, and solids. Chemistry 302 and 303—The treatment of electrochemistry, kinetic theory, chemical kinetics, photochemistry, quantum mechanics, molecular structure methods (photometric, electrometric, infrared, x-ray diffraction, nuclear magnetic resonance), colloid chemistry and nuclear chemistry. Prerequisites: Mathematics 213 and a year of physics. Lecture three hours, laboratory three hours.

307. Scientific Glass Blowing/(1).S.

Provides the student with an opportunity to learn the properties of scientific glasses with respect to performing simple glass working operations. Prerequisite: Chemistry 103 and permission of the instructor. Laboratory three hours. This course will be graded on a satisfactory-failure basis only.

310. Introduction to Chemical
Literature/(1).S.

Introduction to the nature and extent of the chemical literature. Individual library investigations and assignments in primary, secondary and tertiary sources of information. Lecture one hour.

348. Independent Study/(1-6).
F;W;S;SS.

400. Senior Research/(3).F,W,S.

A laboratory research project under the supervision of a staff member. A written report of the results to be submitted to the chemistry faculty at the end of the quarter. Chemistry major with senior standing.

401. Analytical Chemistry/(4).W.

A study of some modern methods of separation and determination, including ion exchange, liquid-liquid extraction, and absorption chromatography. Prerequisite: Chemistry 210. Lecture three hours, laboratory three hours.

404. Inorganic Chemistry/(3).F.

A study of the elements and their compounds based upon the periodic properties of the elements and other topics. Lecture three hours. Prerequisite: Chemistry 101-102-103.

410. Senior Seminar/(1).F,W,S.

Weekly seminar meetings jointly with faculty and graduate students. One formal presentation on topic of current interest and importance in chemistry. Chemistry major with senior standing.

450. Qualitative Organic Analysis/
(4).F.

A systematic procedure for the identification of organic compounds. Laboratory practice in identifying pure organic compounds and mixtures. Prerequisite: Chemistry 201-202-203. Lecture two hours, laboratory six hours.

452. Instrumental Methods of
Analysis/(4).W.

A study of some of the modern instrumental methods of analysis, including electrochemistry, spectrophotometry, magnetic resonance spectroscopy and mass spectrometry. Prerequisite: Chemistry 210. Lecture three hours, laboratory three hours.

453. X-ray Analysis of Crystal
Structure/(4).S.

Introduction to the theory of space groups and x-ray diffraction by crystalline solids. Laboratory work in the application of principles. Prerequisite: Analytical Geometry, Differential and Integral Calculus, Physics 150-151, 152. Lecture three hours, laboratory three hours.

454-455. Biochemistry/(4-4).W-S.

Properties and metabolism of carbohydrates, lipids and proteins; chemistry of body fluids; biologically active compounds. Prerequisite: Chemistry 201-202-203. Lecture three hours, laboratory three hours.

457. Laboratory Preparations/
(1).F,W,S.

Three hours of laboratory.

460. History of Chemistry/(3).S.

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Lecture three hours.

Graduate Courses

502. Chemical Literature/(1).F.

To be taken fall term of first year. Lecture of one hour. *Staff*.

504. Chemical Bond Theories/(3).F.
Sink.

506-507. Organic Reaction Mechanisms/(3-3).F-W. *Soeder*.

510. Chemical Thermodynamics/
(3).W. *Johnson*.

511. Quantum Chemistry/(3).W.

Prerequisite: Chemistry 301-302-303. *Johnson*.

513. Optical Methods of Chemical
Analysis/(4).F.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander*.

514. Electrical Methods of Chemical
Analysis/(4).S.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander*.

520. Chemical Kinetics/(3 or 4).F.

Lecture three hours, laboratory three hours (optional). *Johnson*.

530. Advanced Inorganic Chemistry,
(3).S. *Bowkley*.

540. Selected Topics/(1-6).
On Demand.

548. Independent Study/(1-6).
F;W;S;SS. *Staff*.

550. Master's Thesis/(6).F;W;S;SS.
Staff.

PHYSICAL SCIENCE

101-102-103. Man and His Physical
Environment/(3-3-3).F-W-S.

An integrated perspective of the physical science, study of selected topics such as systems of measurement, the expanding universe, structure of the earth, kinetic molecular theory of elements and compounds, structures and utilization of atoms. The role of science in the development of civilization. Lecture two hours laboratory two hours.

DEPARTMENT OF ENGLISH

Loyd H. Hilton, Chairman

The aim of the Department of English is to give students competency in written and oral composition and in the interpretation and appreciation of literature.

A major in English leading to the Bachelor of Arts degree consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300-level or above. Upon acceptance into the upper division as a major, the student should consult his English advisor for help in planning a program of study appropriate to his particular need and objectives.

A minor in English consists of 27 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement.

A major in English leading to the Bachelor of Science degree and teacher certification consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300-level or above. Required also for the teaching degree are Secondary Education 462 and nine hours of a foreign language beyond the elementary course. Since teacher certification in English requires a balanced preparation in several areas, each student will be provided information indicating current state and professional guideline requirements, as well as a list of courses appropriate to each guideline. Although it is the student's responsibility to meet the guideline requirements, he is expected to work closely with his English advisor in planning and fulfilling a suitable program of studies.

The Department of English requires as a prerequisite for graduate work an undergraduate major in English equivalent to that available at Appalachian State University. Two master's degrees are offered, the Master of Arts degree for persons wishing courses in professional education as well as English and the Master of Arts degree for persons wishing courses in English alone or with an optional minor in a related academic field.

For the Master of Arts degree for teachers, a minimum of 36 quarter hours (33 including a thesis) of English must be offered, including English 500, Bibliography and Research, and a program of electives to be chosen by the student in consultation with his graduate advisor in English.

For the Master of Arts degree, a minimum of 45 quarter hours of graduate credit must be offered. These may include a minor of up to nine quarter hours in a related discipline. They also will include six quarter hours credit for the thesis, which is required, and three quarter hours credit for English 500, Bibliography and Research, which is also required. In consultation with his graduate advisor in English, the student should plan for a minimum of 27 quarter hours of electives in English. In addition to course work, each candidate will demonstrate proficiency in reading a foreign language. For requirements concerning the final comprehensive examination for the master's degree, see the discussion of these in the Graduate Catalog or consult the chairman of the department.

The Department of English offers an honors program on the freshman, sophomore, junior, and senior levels. Students meeting the requirements of the Junior-Senior Honors Program (English 391, 392, 393, and 491) with a grade of B will graduate with "Honors" in English. Those meeting the requirements with a grade of A will graduate with "Highest Honors" in English.

COURSES OF INSTRUCTION IN ENGLISH

(For a description of the notation used in the following list of courses, see p. 87.)

ENGLISH HONORS

191. Freshman Honors Seminar/(3).S.

Development of individual research and original critical thought; composition. Collateral reading in English, American, or world literature. Members selected by the Department of English.

291. Sophomore Honors Seminar in English Literature/(3).F.

292. Sophomore Honors Seminar in American Literature/(3).W.

293. Sophomore Honors Seminar in World Literature/(3).S.

Members for English 291, 292, and 293 selected by the Department of English.

391-392-393. Junior Honors Seminar/(3-3-3).F-W-S.

Two in-depth units each quarter on major English, American, or world authors, genres, or literary movements. Intra-departmental instruction. Content varies each quarter. By invitation or application.

491. Senior Honors Thesis/(3).F.

Independent study and research. Honors thesis directed by a member of the English Department and graded by a departmental committee. Oral examination. Prerequisite: Completion of English 391, 392, and 393 with at least a B average.

ENGLISH

010. Laboratory in Writing/(0).F;W;S.

100. Elementary Composition/(3).
F;W;S.
110. Rhetoric/(3).F;W;S.
The skills and techniques of effective written composition. Prerequisite: English 100.
120. Introduction to Literature/(3).
F;W;S.
Reading and analysis in the four major genres: Short story, novel, poetry, and drama. Prerequisite: English 110. The sequence English 100-110-120 is prerequisite for all courses which follow.
201. English Literature/(3).F;W;S.
A study of major writers from the beginning of English literature through Milton.
202. English Literature/(3).F;W;S.
A study of major writers from Dryden through Keats.
203. English Literature/(3).F;W;S.
A study of major writers from Tennyson to the present.
204. Continental Literature/(3).
F;W;S.
A study in translation of masterpieces of European literature.
205. Elements of Journalism/(3).
F;W.
Writing news stories, editorials, features, and reviews; make-up of school and college newspapers.
210. Modern Drama/(3).S.
A study of major works from Ibsen to date.
212. Black Literature/(3).S.
A critical study of the work of significant Negro writers.
216. Continental Fiction/(3).W.
A study of major works, in translation, from 1850 to the present, with emphasis on the short story.
217. Cinema Appreciation/(3).F;W.
A critical approach to cinema as an art form.
226. The Popular Novel/(3).F.
A critical study of selected recent best-sellers.
227. Recent Poetry/(3).W.
A critical study of the poetry of the last two decades.
228. Oriental Literature/(3).S.
A study of selected writings, in translation, which are representative of Oriental thought.
231. [301]. American Literature/(3).
F.
A study of major writers from the Puritans through Thoreau.
232. [302]. American Literature/(3).
W.
A study of major writers from Hawthorne through James.
233. [303]. American Literature/(3).
S.
A study of major writers from Dickinson to the present.
248. Independent Study/(1-6).
F;W;S;SS.
348. Independent Study/(1-6).
F;W;S;SS.

349. Workshop in the Teaching of English/(3).F;W;S.
361. Studies in the Principles of Language/(3).F;S.
A study of the nature of language and its function within a cultural setting, with particular emphasis on semantics.
364. [206]. Advanced Composition/(3).F;W;S.
365. [220]. Creative Writing/(3).W.
An introductory course in writing poetry and fiction, specifically the short story, with emphasis on the techniques.
366. [221]. Creative Writing/(3).S.
An advanced course in writing. Students may project a novel or work in poetry, drama, or the short story. Prerequisite: English 365.
378. Studies in Twentieth Century American Fiction/(3).W.
379. Studies in Twentieth Century American Poetry/(3).S.
386. Studies in Eighteenth Century English Literature/(3).W.
387. Studies in the Literature of the Romantic Movement/(3).F.
388. Studies in Twentieth Century English Fiction/(3).F.
389. Studies in Twentieth Century English Poetry/(3).W.
459. Seminar in World Literature/(3).F;S.
461. [401] Seminar in Modern English Grammar/(3).F;S.
An examination of the structure of the English language, with particular emphasis on modern theories of syntax.
466. Seminar in the History of the English Language/(3).F;W;S.
467. Seminar in Introductory Linguistics/(3).W.
An introduction to the historical and theoretical aspects of language study, with particular emphasis on phonology.
472. Seminar in the Short Story/(3).W;S.
473. Seminar in the Novel/(3).F;W.
474. Seminar in Poetry/(3).S.
475. Seminar in Drama/(3).F.
476. Seminar in Literary Criticism/(3).W.
477. Seminar in Early American Literature/(3).F.
478. Seminar in Nineteenth Century American Literature/(3).W.
480. Colloquium/(1-6). On Demand
An opportunity to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: upper-division status or departmental permission.
482. Seminar in Early English Literature/(3).S.
483. Seminar in Elizabethan Literature I (3).F.
Emphasis on Shakespeare's earlier plays.
484. Seminar in Elizabethan Literature II/(3).W.
Emphasis on Shakespeare's later plays.

185. Seminar in Seventeenth Century English Literature/(3).S.

188. Seminar in the Literature of the Victorian Period/(3).W.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research organization and reporting of research. Required in the first quarter of beginning graduate students.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S;SS.

557. Seminar in Masters of English Literature/(3).F.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

558. Seminar in Masters of American Literature/(3).W.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

559. Seminar in Masters of World Literature/(3).S.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

567. Seminar in Linguistics/(3).S.

Theoretical and procedural studies in Descriptive Linguistics. Prerequisite: English 461, 467 or consent of instructor.

580. Colloquium/(1-6). On Demand.

An opportunity for the graduate student to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Graduate status or departmental permission.

586. Seminar in Twentieth Century American Literature/(3).S.

596. Seminar in Eighteenth Century English Literature/(3).F.

597. Seminar in Literature of the Romantic Period/(3).W.

599. Seminar in Twentieth Century English Literature/(3).F.

DEPARTMENT OF FOREIGN LANGUAGES

W. Roy Prince, Chairman

The objectives of the Department of Foreign Languages are to teach students to pronounce, speak, understand, read, and write the language they are studying; to give them basic knowledge of the principles of grammar and syntax of the language; to help them gather valuable and interesting information and materials about the country and peoples whose language they are studying; to introduce them to the literature in the language and help them gain an appreciation for its

masterpieces; to prepare them to be better citizens of the world through knowledge of the languages and cultures of peoples; to help them appreciate and be enthusiastic about foreign languages.

A major in French or Spanish leading to the Bachelor of Arts degree consists of 36 quarter hours above the foreign language requirements, including 201, 202, 203, 305, 306, 307, 308, 451, and 12 quarter hours of electives on the undergraduate level.

A minor in French or Spanish consists of 18 quarter hours above the foreign language requirements, including 201, 202, 203 and nine quarter hours of electives.

A major in French or Spanish leading to the Bachelor of Science degree and teacher certification consists of a minimum of 45 quarter hours in one language above the course level of 103, including 104-105-106, 201, 202, 203, 305, 306, 307, 308, 451, and four courses from 301, 302, 303, 401, 402, 403. The department recommends that a major in foreign language use electives to build up a teaching competence in a related field.

The Department of Foreign Languages requires as a prerequisite to graduate work 36 quarter hours of language study above the elementary level. A graduate student who does not have adequate undergraduate credits may begin graduate study if at the same time he is building up his undergraduate hours to the required level. For the master's degree, a minimum of 36 quarter hours is required in the major field, (French or Spanish), 6-12 in education, and 6-12 in electives. The latter may be in the major field, in another language, in education, or in another field, such as English. The only required course is Bibliography and Research, but there are several preferred electives. For further advice, consult the chairman of the Department of Foreign Languages.

THE FOREIGN LANGUAGE LABORATORY

The Department of Foreign Languages has a 54 booth electronic language laboratory. In the laboratory, students listen and respond to prerecorded tapes which deal with the material covered in their courses. The main purpose of the laboratory is to increase the student's ability to pronounce, speak, and understand the language. The department believes that the laboratory increases the efficiency of language learning and that the extra hours spent in the laboratory can be the student's most productive study time.

COURSES OF INSTRUCTION IN FOREIGN LANGUAGES

(For a description of the notation used in the following list of courses, see p. 87.)

FRENCH

101-102-103. Elementary French/
(3-3-3).F-W-S.

Open to those with no previous preparation in French or those who make a low score on the French placement test. Recitation three hours and laboratory two hours.

104-105-106. Intermediate French/
(3-3-3).F-W-S.

Prerequisite: two units of high school French and a good score on French placement test, or French 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational
French/(3,3,3).F,W,S.

Prerequisite: French 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

248. Independent Study/(1-6).
F;W;S;SS.

301, 302, 303. French Literature to
1800/(3,3,3).F,W,S.

A survey of the development of French literature from the early Middle Ages to 1800. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours and laboratory work.

305, 306. French Civilization/(3,3).
F,W.

A brief study of the history, government, geography, art, music, customs, and educational system of France. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours.

307, 308. Advanced Grammar and
Composition/(3,3).F,W.

A study of French grammar, idioms and syntax. Prerequisite: French 104-105-106 or the equivalent.

315. Introduction to Literary
Criticism/(3).S.

The principles and history of literary criticism with reference to French literature. Prerequisite: French 104-105-106 or the equivalent.

348. Independent Study/(1-6).
F;W;S;SS.

401, 402, 403. French Literature of
the Nineteenth and Twentieth
Centuries/(3,3,3).F,W,S.
Prerequisite: French 104-105-106 or the
equivalent.

451. French Phonetics and Diction/
(3).S;SS.
Offered 1974 SS.

453. History of the French Language/
(3).F;SS.
Alternate years with 506. Offered 1973
SS.

456. Advanced Conversation/(3).
F;SS.
Offered 1972 SS.

459. Linguistics and Language
Analysis/(3).W;SS.
Descriptive, comparative and structural
linguistics in relation to Romance lan-
guages. On demand. Offered 1973 SS.

463. French Poetry of 16th and 17th
Centuries/(3).W;SS.
Alternate years with 512. Offered 1972
SS.

465. Nineteenth Century Drama/(3).
W;SS.

Alternate years with 522. Offered 1974 SS.

467. Eighteenth Century Drama/(3).
W;SS.

Alternate years with 518. Offered 1972 SS.

Graduate Courses

500. Bibliography and Research/(3).
F;SS.

Required of all students in the first quarter of graduate study. *Amaro* or *Prince*.

506. French Literature to 1500/(3).
F;SS.

Alternate years with 453. Not offered 1972-73. Offered 1972 SS. *Eargle*.

508. French Drama to 1650/(3).
S;SS.

Alternate years with 509. Not offered 1972-73. Offered 1973 SS. *Evans*.

509. Classic Drama: Moliere and Racine/(3).S;SS.

Alternate years with 508. Offered 1974 SS. *Evans*.

512. Prose Literature of 16th and 17th Centuries/(3).W;SS.

Alternate years with 463. Not offered 1972-73. Offered 1974 SS. *Evans*.

514. The French Novel Up to 1820/(3).W;SS.

On demand. Offered 1973 SS. *Prince*.

518. The Eighteenth Century Philosophes/(3).W;SS.

Alternate years with 467. Not offered 1972-73. Offered 1974 SS. *Prince*.

520. Nineteenth Century Poetry/(3).
W;SS.

On demand. Offered 1973 SS. *Powell*.

522. Nineteenth Century Novels/(3).
W;SS.

Alternate years with 465. Not offered 1972-73. Offered 1972 SS. *Powell*.

523. Twentieth Century Novels/(3).
S;SS.

Alternate years with 525. Offered 1973 SS. *Powell*.

525. Twentieth Century Drama/(3).
S;SS.

Alternate years with 523. Not offered 1972-73. Offered 1972 SS. *Powell*.

548. Independent Study in French/
(1-6).F;W;S;SS.

GERMAN

- 101-102-103. Elementary German/
(3-3-3).F-W-S.

Open to those with no previous preparation in German or those who make a low score on the German placement test. Recitation three hours and laboratory two hours.

- 104-105-106. Intermediate German/
(3-3-3).F-W-S.

Prerequisite: two units of high school German and a good score on placement test, or German 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

- 201, 202, 203. Conversational German/(3,3,3).F,W,S.

Prerequisite: German 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

LATIN

**101-102-103. Elementary Latin/
(3-3-3).F-W-S.**

Open to those with no previous preparation in Latin or those who make a low score on the Latin placement test. Recitation three hours and laboratory one hour.

**104-105-106. Intermediate Latin/
(3-3-3).F-W-S.**

Prerequisite: two units of high school Latin and a good score on Latin placement test, or Latin 101-102-103, or the equivalent. Recitation three hours.

**301, 302, 303. The Latin Poets/
(3,3,3).F,W,S.**

Prerequisite: Latin 106 or four good years in high school. Lecture three hours.

SPANISH

**101-102-103. Elementary Spanish/
(3-3-3).F-W-S.**

Open to those with no previous preparation in Spanish or those who make a low score on the Spanish placement test. Recitation three hours and laboratory two hours.

**104-105-106. Intermediate Spanish/
(3-3-3).F-W-S.**

Prerequisite: two units of high school Spanish and a good score on Spanish placement test, or Spanish 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

**201, 202, 203. Conversational
Spanish/(3,3,3).F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

**248. Independent Study/(1-6).
F;W;S;SS.**

**301, 302, 303. Survey of Spanish
Literature/(3,3,3).F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

**305, 306. Hispanic Culture and
Civilization/(3,3).F,W.**

A brief study of the history, government, geography, art, music, customs, educational systems of Spain and the Spanish-American countries. Prerequisite: Spanish 104-105-106, or the equivalent. Lecture three hours.

**307, 308. Advanced Grammar and
Composition/(3,3).F,W.**

A study of Spanish grammar, idioms and syntax. Prerequisite: Spanish 104-105-106, or the equivalent.

**312. Twentieth Century Spanish
America/(3).S.**

A study of the cultural life of the Spanish-American countries; designed to give a knowledge of the diverse ideologies with their social, historical and literary values. Prerequisite: Spanish 104-105-106 or the equivalent.

**348. Independent Study/(1-6).
F;W;S;SS.**

**401, 402, 403. Survey of Spanish-
American Literature/(3,3,3).F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

**451. Spanish Phonetics and Diction/
(3).F;SS.**

Offered 1974 SS.

453. History of the Spanish Language/
(3).F;SS.

Alternate years with 506. Not offered
1972-73. Offered 1973 SS.

459. Linguistics and Language Anal-
ysis/(3).W;SS.

Descriptive, comparative and structural
linguistics in relation to Romance lan-
guages. On demand. Offered 1973 SS.

461. The Nineteenth Century Novel/
(3).F;SS.

Emphasis on the "Novela Realista." Al-
ternate years with 465. Not offered
1972-73. Offered 1972 SS.

465. Spanish Drama of 19th and 20th
Centuries/(3).F;SS.

Alternate years with 461. Offered 1972
SS.

467. Modern Spanish-American
Poetry/(3).W;SS.

Alternate years with 521. Not offered
1972-73. Offered 1974 SS.

Graduate Courses

500. Bibliography and Research/(3).
F;SS.

Required of all students in the first quar-
ter of graduate study. *Amaro* or *Prince*.

506. Spanish Literature to 1500/(3).
F;SS.

Mainly "Poema de Mio Cid," "Libro de
Buen Amor," and "La Celestina." Alter-
nate years with 453. Offered 1972 SS.
Diaz.

512. The Picaresque Novel/(3).W;SS.

Origin and development of this genre
in the 16th and 17th centuries in Spain.
Alternate years with 513. Not offered
1972-73. Offered 1973 SS. *Amaro*.

513. Cervantes/(3).W;SS.

With emphasis on Don Quijote. Alter-
nate years with 512. Offered 1974 SS.
Amaro or *Diaz*.

514. Drama of the Golden Age/(3).
S;SS.

Alternate years with 516. Not offered
1972-73. Offered 1974 SS. *Amaro*.

516. Poetry of the Golden Age/(3).
S;SS.

Alternate years with 514. Offered 1973
SS. *Amaro*.

520. Modern Spanish Poetry/(3).
W;SS.

On demand. Offered 1972 SS. *Amaro*.

521. Modern Spanish Novel/(3).
W;SS.

Alternate years with 467. Offered 1973
SS. *Diaz*.

524. Colonial Literature/(3).SS.

Literature coming out of the period of
the Spanish colonization of the New
World. On demand. Offered 1974 SS.
Diaz.

527. Recent Spanish-American
Novels/(3).SS.

On demand. Offered 1973 SS. *Diaz*.

548. Independent Study in Spanish/
(1-6).F;W;S;SS.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Julian C. Yoder, Chairman

The major objectives of the Department of Geography and Geology are to:

1. Promote the understanding that man is both a creature and a creator of his environment and that man's success as an inhabitant of the earth derives from the knowledge that he is potentially a destroyer and his actions must be governed by properly conceived plans based upon careful investigation of all environmental factors.
2. Offer a well balanced curriculum which will aid students in finding productive places in society.
3. Maintain a staff dedicated to teaching, science, community service, and research.

A major in geography leading to the Bachelor of Arts degree consists of 54 quarter hours in courses numbered above the 100 level with the following courses required: Geography 205, 221 [203], 230 [311], 310 [210], 311, 312, 330 [410], 420 [312], 440, and 27 quarter hours of geography electives, with no more than 12 hours of geography electives taken from regional courses and with at least 24 quarter hours taken in courses at the 300 level or above. An appropriate foreign language is required.

A minor in geography consists of 24 quarter hours, including general education requirements.

A minor in planning consists of 26 quarter hours including Geography 241 [201], 242, 343, and 344. Twelve quarter hours must be selected from the following outside the student's major program: Geography 240 [216], 311, 330 [410]; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. In addition, the student must take Psychology 205 if not otherwise required in his major program.

The department also provides a concentration in geography for majors in social science seeking the Bachelor of Science degree and teacher certification. (See page 178).

A major in geology leading to the Bachelor of Arts degree consists of 47 quarter hours in courses above the 100 level. The required courses are: 311, 313, 314, 331, 332, 333, 341, 472, a six quarter hour field camp, and 9 hours of geology electives. A geology major must take Mathematics 111 and an additional eight hours of calculus, statistics, or computer programming offered through the Department of Mathematics; Chemistry 101-102, 103; Physics 101-102, 103; second year of either French, German, or Russian.

A minor in geology consists of Geology 101, 102, 103 and 15 quarter hours of geology electives.

For the curriculum in science and concentration in earth science leading to the Bachelor of Science degree with teacher certification, see page 177.

The department offers three programs leading to the Master of Arts degree:

1. The liberal arts program, which requires 45 quarter hours, including a thesis, and a reading knowledge of a modern foreign language.
2. The junior college teacher program, which requires 39 quarter hours in geography, including a thesis and six quarter hours in education.
3. The junior college teacher program, which requires 39 quarter hours in geography, six quarter hours in education, nine quarter hours of electives in a related field, and no thesis.

COURSES OF INSTRUCTION IN GEOGRAPHY AND GEOLOGY

(For a description of the notation used in the following list of courses, see p. 87.)

GEOGRAPHY

Elements of Geography

101. Introduction to Physical

Geography/(3).F;W;S;SS.

Basic concepts concerning man's physical environment are developed, including elements of weather, climate, landforms, soils and vegetation. Applicable processes will be analyzed in their spatial context.

102. Geography of the Developed World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the highly developed character of certain parts of the earth.

103. Geography of the Emerging World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the less developed character of certain parts of the earth.

Regional Geography

301. Geography of Europe/(3).F.

302. Geography of South America/(3).W.

303. Geography of Asia/(3).S.

304. Geography of Africa/(3).S.

305. Geography of the U.S.S.R./(3).F.

307. Geography of North America/(3).S.

401. [451] Geography of the South/(3).W.

Graduate Courses in Regional Geography.

507. Geography of Eastern United States/(3).F. *Yoder.*

508. Geography of Western United States/(3).W. *Yoder.*

Physical Geography

215. Descriptive Astronomy/(3).S;SS.
(Same as Physics 215.)

310. [210] Introduction to
Meterology/(3).F.

A systematic analysis of the troposphere weather elements. Atmospheric processes, the instruments and methods used to measure and record atmospheric phenomena and the principles of weather prediction are emphasized. Two hours lecture; two hours laboratory.

311. Introduction to Climatology,
Vegetation and Pedology/(3).W.

Climatological processes and their implications for man, alternate systems of climate classification and biotic and edaphic resultants are emphasized. Two hours lecture; two hours laboratory.

312. Physiography of North America/
(3).S.

A physiographic survey of North America in which the spatial distribution of landforms and the processes which formed them are explored. Two hours lecture; two hours laboratory.

482. Geomorphology/(4).W.
(Same as Geology 482.)

Cultural Geography

221. [203] Introduction to Economic
Geography/(3).W;S.

Locational factors and problems of production, distribution, consumption and conservation of the major crops, minerals and industries of the world.

420. [312] Urban Geography/(3).S.

Approaches to urban economic, social, and political structures and problems and related geographic concepts.

421. [452] Manufacturing
Geography/(3).F.

Evaluation of the place-to-place variation of different types of manufacturing industry, emphasizing the changes in regional structure of manufacturing and industrial location theory.

423. [306] Political
Geography/(3).S.

Spatial aspects of territoriality, boundaries, voting patterns, government programs, formation of political units, political development and integration, and environmental policy.

425. [450] Geographic Influences in
American History/(3).W.

Man's reaction to and use of environmental factors as he occupied the territory of the United States.

*Graduate Courses in Cultural
Geography*

520. [502] Urban Analysis/(3).S.

An analysis of urban centers from historical development through the contemporary city. Emphasis is placed on classification, site, situation, distribution, functions and patterns of land use, culminating in urban problems, trends, and city planning. *Gade*.

523. [506] Geographic Aspects of
World Affairs/(3).S.

A geographic analysis of major world movements and events associating the physical environment with social, political, and racial factors. (Same as Political Science 517.) *Yoder*.

*Theory, Techniques, Independent
Study and Seminars*

205. Statistical Methods/(3).F;W;S.
(Same as Psychology 205.)

230. [311] Map Drafting and
Graphics/(3).W.

The student acquires experience in using drafting and lettering equipment and is given an opportunity to employ ideas concerning the representation of spatial numerical data through a series of lab exercises.

248. Independent Study/(1-6).
F;W;S;SS.

330. [410] Air Photo Interpretation/
(3).F.

Basic concepts and elements of aerial photographs and interpretation techniques are developed. The student is given an opportunity to apply these concepts and techniques and to acquire experience in interpreting aerial photographs in the lab.

348. Independent Study/(1-6).
F;W;S;SS.

440. Seminar in Geography/(3).
F;W;S.

Study, research and writing in selected areas. A student may enroll in this course two times for a total of six quarter hours, providing the course content is non-duplicating.

*Graduate Courses in Theory, Tech-
niques, Independent Study and Semi-
nars*

500. Bibliography and Research/
(3).F;SS. *Yoder.*

509. Concepts in Geography/(3).F.

Investigation and discussion of selected geographic concepts, both physical and cultural, which apply to man's utilization of earth-space. Open, with consent of instructor, to graduate non-majors. *Reiman.*

540. Seminar/(3).S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll twice in this course for credit totaling six quarter hours, provided the course content is non-duplicating. *Staff.*

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/(6).
F;W;S;SS.

Planning

240. [216] Man and Environmental
Problems/(3).W;S;SS.

Analysis of man's perception, use and attempted regulation of his habitat; spatial and policy problems and implications.

241. [201] Introduction to Regional
and Local Planning/(3).W.

The history, philosophy and principles of regional planning. Included is an analysis of problems currently confronting regional and local planners.

242. Introduction to Urban Planning/
(3).S.

An introduction to the philosophy, theories, and principles of urban planning. History of the urban planning movement in the United States with emphasis upon contemporary planning problems.

343. Planning Techniques I/(4).F.

The first of two sequence courses designed to involve the student in the techniques, tools, and principles necessary to accomplish effective community planning. Two hours lecture; four hours laboratory.

344. Planning Techniques II/(4).W.

The second of two sequence courses involving the student in the community planning process. The technique courses culminate with the preparation of a simulated planning report. Two hours of lecture; four hours laboratory.

GEOLOGY

101-102-103. Introduction to
Geology/(3-3-3).F-W-S;SS.

Description of the composition and origin of earth materials, physical processes which change the earth and modify earth materials, and history of the earth and its inhabitants as related to North America. Lecture: two hours; laboratory: two hours.

215. Descriptive Astronomy/(3).S;SS.
(Same as Physics 215.)

248. Independent Study/(1-6).
F;W;S;SS.

311. Mineralogy/(4).F.

Fundamentals of crystal chemistry as applied to minerals. Identification, classification, and description of crystals and minerals according to chemical composition and atomic structure. X-ray identification of typical minerals and calculations of their Miller Indices. Prerequisites: Geology 101-102-103 and General Chemistry or consent of instructor. Lecture: three hours; laboratory: three hours.

313. Igneous and Metamorphic
Petrology/(4).W.

The characteristics, genesis, classification, and megascopic identification of common igneous and metamorphic rocks. Prerequisite: Geology 311. Lecture: three hours; laboratory: three hours.

314. Optical Mineralogy and
Petrography/(5).S.

Theory and use of the polarizing microscope. Study of the common rock-forming minerals and common rocks in thin sections. Prerequisites: Geology 311 and Geology 313. Lecture: three hours; laboratory: six hours.

331. Introduction to Stratigraphy and
Sedimentation/(4).F.

A study of sedimentary rocks including their properties, classification, and the processes and environments which they represent. Principles of collection and interpretation of stratigraphic data, correlation, and nomenclature. Emphasis placed on field relationships. Prerequisite: Geology 103. Lecture: three hours; laboratory: three hours.

332-333. Introduction to Paleontology
I and II/(4-4).W-S.

Study of phylogenetics, morphology, temporal distribution and paleoecology of fossils, with emphasis on invertebrates. Prerequisites: Geology 103 or Biology 103. Lecture: three hours; laboratory: three hours.

341. Structural Geology/(4).F.

Nature, classification, genesis, and quantification of structures with emphasis on field relationships. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

348. Independent Study/(1-6).
F;W;S;SS.

350. Earth Science Investigations/
(5).F.

A course designed expressly for elementary education majors who choose their academic concentration in science. The composition of the earth and the physical processes continuously changing it will

be studied. Emphasis upon man's ability to alter these forces such as erosion and pollution will be stressed. Prerequisites: Biology 107 and Physical Science 101-102-103. Lecture: four hours; laboratory: two hours.

353. Geology of North Carolina/(3).S.

Study of the geologic history of North Carolina and geologic principles exemplified by specific areas and problems within the state. One or more field trips required. Primarily for students intending to teach earth science in North Carolina. Not open to geology majors for credit. Prerequisites: Geology 101-102-103 or consent of instructor. Lecture: three hours.

442. Ground-water Geology/(3).W.

Distribution, principles of occurrence, and utilization of underground water. Prerequisites: Geology 101-102-103. Lecture: three hours.

450. Earth Science/(3).W;SS.

Study of the earth in space with emphasis on the solar system; the effects of weathering, erosion, and diastrophism on the lithosphere. Prerequisite: Consent of the instructor. Not open to geology majors. Lecture: three hours.

461. Introduction to Geochemistry/(4).F.

Chemical constitution of the earth, distribution of elements, and geochemical prospecting. Prerequisites: Geology 313 and Chemistry 103. Lecture: two hours; laboratory: four hours.

462. Introduction to Oceanography/(3).W.

A study of physical, chemical, biological, and geological oceanography and their interrelationships. Prerequisites: At least two of the following courses: Physics 103, Chemistry 103, Biology 103, Geology 103. Lecture: three hours.

463. Appalachian Geology/(3).S.

Study of tectonics and stratigraphy as exemplified by the central and southern Appalachian mountain system. One or more field trips required. Prerequisites: Geology 331 and Geology 341. Lecture: two hours; laboratory: three hours.

472. Economic Geology/(3).W.

Principles, processes, and distribution of major metallic and nonmetallic mineral deposits with type illustrations. Prerequisites: Geology 313, Geology 331, and Geology 341. Lecture: three hours.

**473. Seminar in Earth Science/(1).
On Demand.**

A survey of sources and uses of materials and aids for earth science teachers. Prerequisite: Consent of instructor.

482. Geomorphology/(4).W.

Origin and recognition of landforms; descriptive and quantitative aspects supplemented by means of maps, aerial photographs, laboratory, and field study. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

DEPARTMENT OF HISTORY

Roy Carroll, Chairman

The Department of History seeks: (1) to provide a basis for a liberal education through the study of mankind's past; (2) to provide background and preparation for careers in politics, law, journalism, religion, and other fields; (3) to prepare students for both teaching and continuing advanced studies in history.

A major in history leading to the Bachelor of Arts degree or to the Bachelor of Science degree and teacher certification consists of at least 50 quarter hours in history, including 101, 102, 103, 104, 201, 202, 299, and one of the following sequences, 221, 222 or 231, 232 or 241, 242, but *excluding* History 206 and whichever eight-hour sequence the student has counted as fulfillment of general education requirements. History majors seeking a Bachelor of Arts degree are required and those seeking a Bachelor of Science degree are strongly urged to acquire proficiency in a foreign language equivalent to courses 101 through 106.

In selecting courses for a major, the student may elect to emphasize the history of the United States or the history of Europe, but he may not present a major exclusively in either of these areas. It is the policy of the department to advise all history majors to register for History 299 in their sophomore year or in the first quarter after they elect to major in history.

A minor in history consists of 26 quarter hours above general education requirements, including 201, 202, and 299.

For an interdisciplinary minor in Latin American studies see page 87.

For the curriculum in social science leading to the Bachelor of Science degree and teacher certification see page 178.

Honors courses in history carry full credit toward the major and are open to students who have previously distinguished themselves. To graduate "with honors" in history it will be necessary for a student to complete successfully at least one two-quarter seminar in western civilization or American history, one junior colloquium, a senior honors essay, and an examination.

For a Master of Arts degree, a graduate student should take 33-37 quarter hours of work in history, including History 512 or 524, History 500 and, if a thesis is not submitted, History 548. A program of studies to meet the needs and interests of the student will be determined through counseling.

COURSES OF INSTRUCTION IN HISTORY

(For a description of the notation used in the following list of courses, see p. 87.)

101, 102. Western Civilization to
1600/(4,4).F;W;S.

A survey of the principal developments
in western civilization: to the 10th cen-
tury; 1000 to 1600.

103, 104. Western Civilization since
1500/(4,4).F;W;S.

A survey of the principal developments
in western civilization: 1500-1815; 1815
to present.

- 191, 194 [192]. Honors Seminar:
Western Civilization/(4,4).S.

A study of selected topics in the history
of western civilization.

- 201, 202. History of the United
States/(4,4).F;W;S.

A survey of United States history: to
1865; since 1865.

206. North Carolina Social Studies/
(3).F;W;S.

A study of the geography, history, and
economic and social problems of North
Carolina. Not counted toward a major in
history.

215. The United States and the
Contemporary World/(3).F;W;S.

A course which traces the historical ante-
cedents of contemporary issues confront-
ing the United States.

- 221, 222. History of Asia/(4,4).W,S.

History 221 is an introduction to the
political, social, and cultural develop-
ments of China and Japan; History 222
surveys the transformation of Asian
countries under the Western impact, with
special emphasis on the emerging nations.

- 231, 232. History of Latin America/
(4,4).F,W.

A survey of Latin American history:
through the wars of independence; from
independence to the present.

- 241, 242. History of Africa/
(4,4).W,S.

A survey of African history: to 1850;
since 1850.

248. Independent Study/(2-6).
F;W;S;SS.

- 291, 292. Honors Seminar: United
States History/(4,4).F,W.

A study of selected topics in American
history.

299. History: Scope and Method/
(2).F;S.

Introduction to the nature, meaning, and
method of history, and to problems in
research and writing. Required of all
history and social science majors.

322. The Ancient World/(4).F.

An examination of selected topics in
Graeco-Roman history.

325. The High Middle Ages/(4).W.

An examination of selected topics in the
history of Europe, 900-1300.

328. Renaissance and Reformation/
(4).S.

An examination of the meaning of the
Renaissance in terms of humanism and
the plastic arts; the background and prin-
cipal developments of the Lutheran and
Calvinist movements.

- 334, 335. History of England/
(4,4).F,W.

A survey of political, social, and intel-
lectual developments: to 1660; since
1660.

343. Colonial America/(4).F.

The social, political, and intellectual de-
velopments of the thirteen colonies to
1763.

344. United States History,
1763-1801/(4).W.

Major emphasis on political, social, and
intellectual developments during the
Revolutionary, Confederation, and Fed-
eralist periods.

346. Civil War and Reconstruction/
(4).S.

A study of the causes of the Civil War, its conduct, North and South, and its national and international impact; the political, social, and economic aspects of Reconstruction in the South and the nation.

348. Independent Study/(2-6).
F;W;S;SS.

349. Foundations of Modern America,
1877-1917/(4).W.

A study of the emergence of industrialization, urbanization, and reform, and their influence on social and political developments from 1877 to 1917.

350. United States, 1920 to the Present/(4).F;S.

A history of developments in the United States from 1920 to the present.

391. Junior Honors Colloquium/
(4).F;S.

Required of all students reading for honors in history.

401. Modern China/(4).F.

Traces the rise of modern China, evaluating some basic issues, both foreign and domestic, arising from the changing scenes of China since the founding of the Republic. Prerequisites: History 221, 222.

412. History of Mexico/(4).S.

A survey of Mexican history from the Spanish conquest to the present.

422, 423. History of France/
(4,4).F,S.

A survey of French history: 1648-1815; 1815 to the present.

440. Seminar in History/(4).F;W;S.
Intensive investigation of selected topics.

442. United States Foreign Policy/
(4).W;S.

A survey of American foreign policy from the beginning of the republic, with major emphasis on the period from 1900 to the present.

444. United States Economic History/
(4).F.

A study of selected economic influences and institutions in America from colonial days to the present.

446. United States Constitutional
History/(4).S.

A survey of the constitutional aspects of American developments since 1789, with major emphasis on developments since the Civil War.

452. United States Cultural-Intellectual History/(4).F.

A study of American ideas and civilization as expressed in religious developments, social reform thought and movements, science, art and architecture, higher education, and American-European cultural interaction.

454. North Carolina History/(4).W.

A study of North Carolina history from its establishment as a colony to the present.

455. Selected Topics in Afro-American History/(4).W.

From slave origins to the present, with emphasis on the period since Emancipation.

462, 463. History of Central Europe/
(4,4).F,W.

A survey of social, political, and intellectual developments in Central Europe: to 1871; since 1871.

- 472, 473. History of Russia/
(4,4).F,S.

A survey of imperial Russia from the 15th century to 1917; the Russian revolution and the Soviet state since 1917.

491. Senior Honors Essay/(2).F;W;S.

Open only to seniors reading for honors in history.

Graduate Courses

500. Bibliography and Research/
(3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Van Noppen, Dixon.*

501. Interpreting American History/
(3).SS.

A review of American history through study of conflicting interpretations of great issues. *Dixon.*

502. Formation of the American
Union/(3).F.

A study of the period 1763-1800 in American history. Emphasis is on the American Revolution, the Articles of Confederation, and the Constitution, and on varying historical interpretations of these events. *Dixon.*

504. Jacksonian Democracy/(3).S.

Political, social, and cultural changes in the United States during the second quarter of the nineteenth century and the forces which produced the changes. *Van Noppen.*

506. Studies in Civil War and Recon-
struction/(3).S.

Van Noppen, Drozdowski.

507. Studies in the History of the
South/(3).W. *Van Noppen.*

509. Studies in 20th Century United
States/(3).S. *Antone, Fish.*

510. Studies in the U. S. Foreign
Policy/(3).W. *Dixon, Blackburn.*

511. Studies in American Intellectual
History/(3).W. *Drozdowski.*

512. American Historiography/(3).F.

A study of the writing of American history from the 17th century to the present, with emphasis on the historical philosophies, interpretations, and careers of the major nineteenth and twentieth century historians. *Drozdowski.*

514. Studies in the English Democratic
Tradition/(3).S.

Carroll, Hanft.

516. Studies in 16th and 17th Cen-
tury Europe/(3).F. *Green.*

519. Studies in 18th Century Europe/
(3).W. *Petschauer.*

521. Studies in 19th Century Europe/
(3).F. *Reinerman.*

522. Studies in 20th Century Europe/
(3).S. *Reinerman.*

524. European Historiography/(3).W.

A study of the development of historical writing in the West from ancient Greece to the present, with some attention to methodology, primary sources, and the philosophy of history. *Carroll, Green.*

530. Studies in 20th Century China/
(3).S. *Wu.*

540. Seminar/(3).W;S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Barring duplication, a student may enroll twice for a credit totaling six quarter hours. *Staff.*

545. Seminar in Teaching of History
in College/(1).F;S.

Required of graduate students in the
junior college program. *Staff.*

548. Independent Study/(2-6).
F;W;S;SS.

550. Master of Arts Thesis/(3-6).
F;W;S;SS.

DEPARTMENT OF MATHEMATICS

Ray L. Graham, Chairman

Through its faculty and curriculum the Department of Mathematics provides undergraduate and graduate programs of study which are designed to complement other areas of study in the University and to prepare students to teach mathematics on the elementary, secondary, and junior college levels, to pursue graduate study in mathematics, or to begin careers as professional mathematicians in business and industry.

A major in mathematics leading to the Bachelor of Arts degree consists of 51 quarter hours in the Department of Mathematics including Mathematics 111, 112, 211, 212, 213, 214, 321, 322, and 21 post-calculus quarter hours of electives which must include at least six quarter hours from 400 level courses. The student's advisor is expected to guide the student into a constructive program which meets the student's needs.

A minor in mathematics consists of 24 quarter hours in the Department of Mathematics including Mathematics 111, 112, 211, and 12 quarter hours of courses numbered 200 or above.

A major in mathematics leading to the Bachelor of Science degree and teacher certification consists of 51 quarter hours in the Department of Mathematics including Mathematics 111, 112, 211, 212, 213, 214, 321, 322, 361, 362, 491, 492 and 9 post-calculus quarter hours of electives. Physics 150, 151, and 152 are also required for this degree program.

A student beginning a graduate program of study leading to a master's degree in mathematics must have the equivalent of an undergraduate major in mathematics. The Department of Mathematics offers graduate programs in secondary school teaching and junior college teaching as well as a general academic graduate degree program. For each program the appropriate committee in the Mathematics Department determines an acceptable program for each student which will include requirements as follows:

For the Master's Degree Program in Secondary School Teaching

- I. (a) (Without thesis) 36 hours of acceptable* course work in mathematics, at least 18 of which must be at the 500 level. (b) (With thesis) Including

the thesis, 33 hours of mathematics course work at the graduate level, at least 18 of which must be at the 500 level.

- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

For the Master's Degree Program in Junior College Teaching

- I. (a) (Without thesis) 54 quarter hours of graduate course work including: AH 542 (3 hours); one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 48 additional quarter hours of acceptable* course work, at least 24 quarter hours of which must be numbered 500 or above. (b) (With thesis) 45 quarter hours of graduate course work including: AH 542 (3 hours); one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 39 additional hours of acceptable* course work at least 24 hours of which must be numbered 500 or above.
- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

For the general Master of Arts Program in Mathematics

- I. A thesis is required (Mathematics 550—6 hours)
- II. In addition to the thesis, 39 hours of acceptable* course work, at least 24 of which must be at the 500 level.
- III. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- IV. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

*Determined by the Graduate Advisory Committee.

For additional descriptions of each of these programs, see the Graduate Catalog.

**COURSES OF INSTRUCTION IN MATHEMATICS
AND COMPUTER SCIENCE**

(For a description of the notation used in the following list of courses, see p. 87.)

MATHEMATICS

**101. Introduction to Mathematics/
(5).F;W;S.**

A study of the logical structure of mathematics including such topics as elementary set theory of logic, number systems, and algebraic processes. This course or its equivalent is required of all students.

**104. Mathematics for Elementary
School Teachers/(4).F;W;S.**

A course designed for the future elementary school teacher. Among other topics this course will include a development of the real number system, Euclidean and non-Euclidean geometry, number theory, and problem solving. Prerequisite: Mathematics 101.

**107. Algebra and Trigonometry/(5).
F;W;S.**

An integrated study of algebra and trigonometry including such topics as the real and complex number systems, algebraic relations and functions, trigonometric functions, and elementary theory of equations. For the semi-technical student who wishes to strengthen his background in the computational aspects of the mathematics he began in high school.

**11-112. Analytical Geometry and
Calculus I and II/(4-4).F-W.**

A study of basic analytical geometry, analytic trigonometry, limits, continuity, differentiation, and integration. To be included is a review of algebraic concepts necessary for the completion of the calculus sequence.

**211. Analytic Geometry and Calculus
III/(4).S.**

A study of trigonometric and exponential functions, parametric equations, arc length, polar coordinates, and methods of integration. Prerequisite: Mathematics 112.

**212-213. Analytic Geometry and Cal-
culus IV and V/(4-4).F-W.**

A study of applications of integration, solid analytic geometry vectors in two and three dimensions, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 211.

**214. Introduction to Linear Algebra/
(4).W;S.**

A study of vectors, matrices, and linear transformations, principally in two and three dimensions.

**248. Independent Study/(1-6).
F;W;S;SS.**

**301-302. Intermediate Analysis/
(3-3).F-W.**

A treatment of the calculus of real valued functions of real variables which is designed for the junior level student who will likely be teaching elementary calculus. Prerequisite: Mathematics 213.

**311-312-313. Differential Equations/
(3-3-3).F-W-S.**

A study of methods of solution of ordinary differential equations. Prerequisite: Mathematics 211.

321-322. Modern Algebra/(3-3).

F-W.

A study of rings, integral domains, integers, fields (rational, real, and complex), groups, and polynomials. Prerequisite: Mathematics 211 or permission of the instructor.

325. A Study of Integers/(3).S.

A study of the integers beginning with the Peano postulates and including the Fundamental Theorem of Arithmetic, Diophantine equations, congruences, Fermat's and Wilson's theorems, perfect numbers, Euler's theorem, Fermat's conjecture, and the Goldbach conjecture. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisite: Mathematics 321 or permission of the instructor.

331-332-333. Mathematics for Elementary Teachers/(5-5-5).F-W-S.

A study of the area of mathematics related to the modern elementary school curriculum. To be included are topics from abstract algebra, geometry, number theory, mathematical logic, trigonometry and intuitive calculus. Not open to mathematics majors. Prerequisite: Mathematics 104.

341. History of Mathematics/(3).F.

A study of the development of mathematical thought.

348. Independent Study/(1-6).

F;W;S;SS.

361-362. Introduction to Geometry/(3-3).F-W.

A study of the development of Euclidean geometry including both the synthetic and the metric approach. Topics to be considered include parallelism and similarity, measurements, ruler and compass con-

structions, and consideration of at least one non-Euclidean geometry. Prerequisite: Mathematics 211 or permission of the instructor.

371. Introduction to the Application of Mathematics/(3).S.

A survey of problems in the physical engineering, biological and management sciences in which undergraduate level mathematics is useful in the formulation and solution.

415. Introduction to Numerical Methods/(3).F.

The analysis and application of selected numerical methods for the solution of polynomial equations, systems of linear equations, and differential and integral equations. The student should have some familiarity with differential equations and computer programming.

416. Fourier Series and Boundary Value Problems/(3).W.

A study of several systems of orthogonal functions and how these systems are used to solve certain partial differential equations occurring in mathematical physics. Prerequisite: Mathematics 313.

417. Intermediate Differential Equations/(3).S.

A study of the theory of ordinary differential equations emphasizing the existence and uniqueness of solutions to certain classes of differential equations. Prerequisite: Mathematics 312.

440. Undergraduate Seminar/(1-6).
On Demand.

(Permission to register must be given by the department chairman.)

456. Geometry for Elementary School Teachers/(3).S;SS.

An informal treatment of aspects of geometry which are relevant to the elementary school curriculum. The topics considered include congruence, measure of segments and angles constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Not open to mathematics majors.

459. Foundations of Arithmetic/(3).SS;Ex.

A study of the laws of arithmetic, concept of number, postulational treatment of number systems, logical reasoning. Not open to mathematics majors.

461-462-463. Introduction to Real Variables/(3-3-3).F-W-S.

A rigorous treatment of the concepts of sequences, series, limit, continuity, differentiation, integration, and sequences and series of functions.

466-467. Introduction to Complex Variables/(3-3).W-S.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent Series.

471. Elementary Group Theory/(3).F.

A study of group theory including such topics as quotient groups, permutation groups and finite Abelian groups. Prerequisite: Mathematics 321-322.

472. Elementary Ring Theory/(3).W.

A study of rings, subrings, ideals, principal ideal domains and polynomial rings. Prerequisite: Mathematics 321-322.

473. Linear Algebra/(3).S.

A study of vector spaces, linear transformations and their relations to matrices. Prerequisite: Mathematics 321-322.

477-478. Introduction to Topology/(3-3).F-W.

A study of the basic concepts of general topological spaces including such topics as elementary point set topology, product spaces, metric spaces and continuous functions.

481. Foundations of Geometry/(5).F;S.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisite: Mathematics 362 and linear algebra.

491-492-493. Probability and Mathematical Statistics/(3-3-3).F-W-S.

A study of probability and statistics based on discrete and continuous sample spaces. Prerequisite: Mathematics 211.

Graduate Courses

501-502-503. Numerical Analysis with Computer Applications/(3-3-3).F-W-S.

A study of numerical methods of solutions of algebraic, differential and integral equations and methods of integration with emphasis on the analysis of errors and convergence properties. Problem solving aspects will utilize computers. The course is directed toward the students who will be teaching computer-oriented mathematics courses as well as those who may work in industry. Prerequisite: Linear algebra, real analysis, and computer programming.

511-512. Real Variables/(3-3).F-W.

A study of the Lebesgue Integral leading to the proof and applications of the Lebesgue-Radon-Nikodym theorem. Prerequisite: Mathematics 462.

513. Selected Topics in Analysis/(3).
On demand.

521. Galois Theory/(3).F.

A study of fields and field extensions. Prerequisite: Two of the three courses Mathematics 471, 472, 473.

522. Vector Spaces and Modules/
(3).W.

A study of rings and modules with special emphasis on the case where the ring is a field. Prerequisite: Two of the three courses: Mathematics 471, 472, 473.

523. Selected Topics in Algebra/(3).
On demand.

531. Topology/(3).S.

A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding and metrization theorems, and quotient spaces. Prerequisite: Mathematics 478.

532. Algebraic Topology/(3).S.

A study of elementary homology and homotopy theory including applications in other areas of mathematics. Prerequisite: Mathematics 478.

533. Selected Topics in Topology/
(3). On demand

540. Graduate Seminar/(1-6).
F;W;S.

548. Independent Study in Mathematics/(1-6).F;W;S;SS.

Prerequisite: 18 hours of graduate mathematics.

550. Master of Arts Thesis/(6).
F;W;S.

559. Investigations in the Teaching of Mathematics/(3).SS.

An examination of recent research and experimental programs in the teaching of secondary school mathematics.

560-561. Analysis for Teachers/
(3-3).SS.

A rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable.

563-564. Linear Algebra for Teachers/(3-3).SS.

A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof.

566. Topics in Algebra and Analysis for Teachers/(3).SS.

An extension of 561 and 564 with a treatment which investigates the unifying concepts of algebra and analysis.

567. Computer Applications in the High School/(3).SS.

An examination of ideas fundamental to computers and data processing together with programming experience. Effects of the computer on the high school curriculum and as a teaching aid will be discussed. Use of a computer will be included.

**568. Mathematical Applications in the
High School Disciplines/(3).SS.**

An examination of mathematical theories with respect to their applications to other high school disciplines such as biology, chemistry and physics.

**569. Special Topics in Mathematics
Education/(1-6).SS.**

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: 18 hours of graduate mathematics education courses.

Computer Science

*A minor in computer science consists
of 18 quarter hours.*

**251. Fortran Programming/(2).
F;S;SS.**

A study of FORTRAN programming language and flowcharts as applied to scientific problems. Intended for any student having a need for computer assistance. No prerequisite.

**351. Introduction to Computer
Science/(4).F.**

A study of the basic ideas of computers and their use with emphasis on digital computers. Topics include number systems, boolean algebra, stored program concepts, system configurations, and current state of the art.

352. Technical Programming/(5).W.

Compiler languages and their applications to linear programming, numerical analysis, and other topics are considered.

Students will operate a computer or a remote terminal to run some programs. Prerequisite: Computer Science 351.

353. Computability/(5).F;S.

A study of the use of computers in simulation, Monte Carlo methods of analysis, linear programming, and management information systems. Prerequisite: Computer Science 352.

**354. Individual Study in Computer
Science/(4).F;W;S.**

Independent reading or research in the area of computer science under the direction of a staff member. Prerequisite: Computer Science 352.

**356. Current Computer Use/(1-6).
On demand.**

This course consists of work done with a cooperating institution which makes use of computers. This work is to be part of the total computer-oriented activity of the cooperating institution so that it will contribute significantly to the student's background in the field. Permission to register must be given by the department chairman.

**357. Research Support/(1-6).
On demand.**

This course consists of assisting in research activities of various types and is aimed at the design and implementation of research which depends on the computer for computations. The student must be directly involved in providing the computer support phase of the research. Permission to register must be given by the department chairman.

DEPARTMENT OF PHILOSOPHY AND RELIGION

C. Thomas Davis, Chairman

The objectives of the Philosophy and Religion Department are to acquaint students with the religious and philosophical history of mankind, giving special attention to those aspects of tradition having most to do with the shaping of the Western mind; to promote critical examination of philosophical and religious issues; and to promote a desire for advancing the skills and frontiers of knowledge in philosophy and religion and, thus, in every area of human endeavor where truth and the well being of persons are the goals.

In keeping with these objectives an interdisciplinary major and minor in philosophy and religion are offered. Within the framework of these programs one may choose to elect an emphasis in philosophy or religion. For participants in the graduate program a limited amount of graduate work is available, including a 9 hour graduate minor. The minor program is designed for students on an individual basis. For further information contact the department chairman.

A major in philosophy-religion consists of 45 hours. Each student must participate in the following core, to be taken if possible in the order listed: Philosophy 311, Religion 313, Religion 314, Religion 404 or Philosophy 308, and Philosophy 405. Each student must elect 26 additional hours, including two seminars.

A minor in philosophy-religion consists of 23 hours, including Philosophy 308 or Religion 404 and a 3 hour seminar.

A student majoring in the department must obtain credit for two courses in literature outside the department. If a student has satisfied the General Education requirement of two courses in literature by taking one or more of those courses in religion counting towards this requirement, he will be allowed to count them toward his major but he must obtain additional credit in literature equal to that counted towards the major.

To earn the Bachelor of Arts degree the student must complete nine quarter hours of a second year of a foreign language or higher. The department recommends that a major who anticipates graduate studies elect a second foreign language in addition to the one required (German and French are preferred).

The department requires a student majoring in philosophy-religion to take History 101, 102, 103, and 104 or the equivalent.

COURSES OF INSTRUCTION IN PHILOSOPHY AND RELIGION

(For a description of the notation used in the following list of courses, see p. 87.)

PHILOSOPHY

188. Basic Concepts in Philosophy/ (3).F;W;S.

A general introduction to the basic patterns and methods of philosophy as presented through representative thinkers.

189. [205] Ethics/(3).F;W;S.

A critical and historical examination of ethical systems and the meaning of moral ideas.

200. Logic/(3).F.

A study of logic method, cogency and clarity in reasoning. The purpose is to develop the student's capacity for accurate reasoning and sustained reflection.

206. Aesthetics/(3).W.

A study of aesthetic values in nature, art, literature, music, and architecture.

248. Independent Study/(1-6). F;W;S;SS.

308. Philosophy Colloquium/(3).S.

Selected projects in philosophy. The projects will vary and barring duplication of content a student may repeat the course for credit.

311. [201] Ancient Philosophy/(4).F.

An introduction to philosophy through the study of the Pre-Socratic philosophers and of Plato and Aristotle.

313. Modern Philosophy I/(4).W.

A study of views of eminent philosophers of the seventeenth and eighteenth centuries, including Descartes, Hume, and Kant.

314. Modern Philosophy II/(4).S.

A study of the views of eminent philosophers of the nineteenth and twentieth

centuries, including the German idealist tradition, the Anglo-American analytic tradition, and phenomenology and existentialism.

348. Independent Study/(1-6). F;W;S;SS.

405. Contemporary Issues in Philosophy and Religion/(4).S.

A study of the most vital points of interaction between philosophy and religion in the twentieth century.

410. The Nature of Reality and Knowledge/(4).W.

An investigation of the nature of reality, of knowledge, and of their interrelationship. Prerequisite: Philosophy 188 or 311 or permission of the instructor.

440. Seminar: Studies in Philosophy/ (3).F;W;S.

An intensive study of one philosopher, philosophical movement, problem, or major idea. The subject of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: Philosophy 188 or 311 or permission of instructor.

RELIGION

Area I. The Nature of Religion

200. Religion and the Life of Man/ (3).F;W;S.

An analysis of the meaning of religious phenomena.

Area II. The Major Religious Traditions of the World

A. Jewish Studies

202. Introduction to the Old Testament/(3).F;W;S.

A study of the history, literature, and faith of Israel.

302. Judaism/(3).S.

An examination of the history, literature and faith of Post-exilic Judaism.

B. Christian Studies

203. The Life and Teaching of Jesus/(3).F;W;S.

An examination of the life and teaching of Jesus as presented in the gospels of Matthew, Mark, and Luke.

304. The Gospel and Revelation of John/(3).W.

A study of the major literature attributed to the Apostle John focusing on the Gnostic and apocalyptic alternatives for understanding the meaning of Christian existence.

313. [306] Early Christianity/(4).F.

A study of Christianity from its origin to the fall of Rome, focusing on its struggle to interpret its mission in the context of the Roman Empire.

314. Medieval Philosophy and Religion/(4).W.

An examination of Christian religious and philosophical movements from the fall of Rome to the Reformation.

C. Near Eastern and Primitive Religions

306. Religions of the World/(3).W.

A study of primitive religions and of the historical development of the religions of the Near East with special emphasis on Islam and Zoroastrianism.

D. The Religions of the Far East

305. Religions of the World/(3).F;S.

A study of the historical developments of the religions of India, China and Japan.

Area III. Religion and Culture

206. Philosophy and Religion in America/(4).F;S.

An examination of the principal movements in philosophy and religion in America.

307. Christian Ethics/(3).W.

The nature of Christian ethics. Analysis of leading ethical themes based on the Christian gospel. History of Christian ethical thought and discussion of such problems as freedom, politics, race relations, war and peace.

407. Religious Ideas in Literature/(3).F.

A study of the religious ideas in the writings of such men as Milton, Donne, Dante, Browning, Dostoevsky, Faulkner, Beckett, Kafka, Camus, Sartre, MacLeish, and T. S. Eliot.

Area IV. Disciplinary Studies

248. Independent Study/(1-6).F;W;S;SS.

348. Independent Study/(1-6).F;W;S;SS.

404. Religion Colloquium/(3).S.

Selected projects in religion. The projects will vary and barring duplication of content a student may repeat the course for credit.

440. Seminar/(3).F;W;S.

An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit.

DEPARTMENT OF PHYSICS

Walter C. Connolly, Chairman

The objectives of the Physics Department are:

1. To give an understanding to the beauty and symmetry of the laws of nature.
2. To develop in all students a curiosity and questioning attitude toward their physical environment.
3. To train students to teach science at all levels.
4. To encourage students to consider graduate school with the aim of a professional life as a scientist.

A major in physics leading to the Bachelor of Arts degree consists of a minimum of 48 hours in physics above the 100 level including 211, 212, 213, 301, 302, 303, 304, 320, 330, and 450. In addition, two quarter hours minimum must be taken from Experimental Physics (440, 441, 442) and thirteen quarter hours in physics electives. A physics major must take 9-12 quarter hours of biology, Chemistry 101, 102, 103 and Mathematics 111, 112, 211, 212, 213, and 311, 312, 313.

A minor in physics consists of 18 quarter hours above the 100 level including 211, 212, 213, and six hours of electives. A minor in physics requires Mathematics 111, 112, 211, 212, and 213.

A major in physics leading to the Bachelor of Science degree and teacher certification consists of a minimum of 48 quarter hours in physics including 101, 102, 103 or 150, 151, 152, and 211, 212, 213, 301, 303, 320, and 450. In addition, two quarter hours must be taken from Experimental Physics (440, 441, 442) and ten hours of physics electives. A physics major in this program must take 9-12 quarter hours of biology, Chemistry 101, 102, 103, and Mathematics 111, 112, 211, 212, 213, 311, 312, and 313.

For the curriculum for a major in science and concentration in physics leading to the Bachelor of Science degree and teaching certification, see page 177.

COURSES OF INSTRUCTION IN PHYSICS

(For a description of the notation used in the following list of courses, see p. 87.)

101-102,103. General Physics/
(4-4,4).F-W,S,SS.

A study of the basic principles of physics; mechanics, heat, sound, electricity, magnetism, light, and modern physics. Prerequisite: Mathematics 107 or equivalent. Lecture three hours, laboratory three hours.

105. Physics of Sound/(5).S.

A course designed primarily for music majors and for those interested in the science of wave phenomena. A study of audible sound, standing waves, resonance, auditory perception, instrument and room acoustics. A minimum of mathematical analysis will be used. Lecture four hours, laboratory two hours.

150-151, 152. Analytical Physics/
(5-5,5).F-W,S.

An analytical and quantitative approach to classical and modern physics employing calculus. Especially designed for students majoring in chemistry, mathematics, and pre-engineering. Not recommended for freshmen. Lecture four hours, laboratory three hours.

211, 212, 213. Intermediate Physics
I, II, III/(4,4,4).F,W,S.

An analytical and quantitative approach to classical physics employing calculus. A study of optics, radiation, mechanics, and electricity and magnetism. Designed for students majoring or minoring in physics. Prerequisite or corequisite: Mathematics 211, 212, 213. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours, laboratory three hours.

215. Descriptive Astronomy/(3).S;SS.

A study of the universe—sun, moon, planets, asteroids, meteors, comets; measurement of time; astronomical instruments; stars and galaxies. Prerequisite:

Mathematics 101, or 107. Lecture three hours. Same as Geology 215.

248. Independent Study/(1-6).
F;W;S;SS.

301-302. Mechanics/(4-3).F-W.

A study of dynamics of rigid and non-rigid bodies, central force fields, damped and undamped vibrating systems, wave motion, Lagrange's and Euler's equations. Prerequisite: Phy 212 and Math 213. Lecture three hours, laboratory three hours for 301 and lecture three hours for 302.

303-304. Electricity and Magnetism/
(4-3).W-S.

A study of electric and magnetic phenomena, electrostatics, Gauss' Law, resistivity and conductivity, direct and alternating currents, electromagnetic induction, Maxwell's equations. Prerequisite: Phy 213 and Math 213. Lecture three hours, laboratory three hours for 303 and lecture three hours for 304.

320. Modern Physics/(3).F.

A study of the more recent discoveries and developments in physics. Relativity; x-rays; natural and artificial radioactivity; nuclear fission; atomic physics; high energy accelerators. Prerequisite: General Physics. Lecture three hours.

330. Heat and Thermodynamics/
(3).S.

A study of the first and second laws of thermodynamics, including topics such as temperature measurements, transfer of heat; Maxwell's equations. Prerequisite: General Physics and Math 213. Lecture three hours.

348. Independent Study/(1-6).
F;W;S;SS.

350. Physical Science Investigations/
(5).W.

A course designed expressly for *elementary education majors* who choose their academic concentration in science. Classical and modern physical science will be discussed as a basis for the topics introduced in the upper elementary curriculum. Prerequisite: Biology 107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours. Not an approved elective for physics majors or minors.

380. Nuclear Radiation Detection/
(3).F.

A study of the theory and application of various types of nuclear detectors such as Geiger-Muller, scintillation, gas flow, photographic film, bubble chamber, etc. Theory and experiment with different counters, geometry of counters, probability of error in counting. Prerequisite: General Physics. Lecture two hours, laboratory three hours.

440, 441, 442. Experimental Physics
(Maximum credit 6).F,W,S.

Advanced laboratory in mechanics, heat, optics, sound, nuclear, physics, electricity and magnetism. Laboratory three hours for each hour of credit.

450. Seminar/(Maximum credit 3).
F;W;S.

A study of current physics research results.

453. Electronics/(4).W.

Simple alternating current theory; vacuum, gas discharge tubes and transistors; thermionic emission; space charge phenomena; circuit analysis; electron ballistics; voltage and current amplifiers. Prerequisite: General Physics. Lecture three hours, laboratory three hours.

464, 465, 466. Advanced Modern
Physics/(3,3,3).F,W,S.

An introduction to Quantum Mechanics and the application of quantum ideas to nuclear physics, statistical mechanics, and solid state properties of matter. Prerequisite: Physics 301, 303, 320. Lecture three hours.

470, 471. Physics for Teachers/
(3,3).SS.

A study of the fundamental law of physics with emphasis on demonstrations and methods. Designed for those currently teaching science and for those planning to teach science. Lecture three hours. Not an approved elective for physics majors or minors.

488. Special Topics Seminar/(3).
On demand.

A seminar devoted to single topics such as: Relativity, Ultrasonics, Advanced Thermodynamics, Research Techniques, Optics, etc. Prerequisite: Consent of instructor.

DEPARTMENT OF POLITICAL SCIENCE

Richter H. Moore, Jr., Chairman

The purposes of the Department of Political Science are to enable students to critically observe, to analyze, and to understand the complex political world in which they live; further, its purpose is to encourage students to become knowl-

edgeable and active citizens who play a role in the political processes of the nation and the world.

A major in political science leading to the Bachelor of Arts degree consists of 48 hours including Political Science 200, 201, 301 and one course in each of the following areas in political science: American political institutions; comparative political institutions; international relations; methodology and the political process; political theory; public administration; and public law and judicial behavior. The remaining 18 hours consist of electives. To earn the Bachelor or Arts degree, the student must complete 9 quarter hours of the second year of a foreign language.

A minor in political science consists of 24 quarter hours including Political Science 200 or 201. The remaining 21 hours are elective but the courses must come from at least three areas of political science, and 15 of the 21 elective hours must be taken at the 300-400 level.

The department also provides a concentration in political science for those majors in social science seeking a Bachelor of Science degree and teacher certification. See page 178.

The Department of Political Science requires as a prerequisite for graduate work an undergraduate major or minor in political science. The academic Master of Arts degree requires a minimum of 45 quarter hours of graduate credit, including Political Science 500, 501, and 6 quarter hours for the thesis which is required. In addition to the course work, each candidate will demonstrate proficiency in reading a foreign language or using statistics and computer science as a research tool. In addition to the academic Master of Arts degree, a student may earn a Master of Arts degree with a major in political science in the program for secondary school teachers or the program for junior college teachers.

COURSES OF INSTRUCTION IN POLITICAL SCIENCE

(For a description of the notation used in the following list of courses, see p. 87.)

200. Introduction to Political Science/ (3).F;W;S;SS.

Political science as a discipline, its method and outlook. Introduction to scope and content of politics: theory and operations of democratic and non-democratic governments. *Required of all political science majors and social science majors concentrating in political science.*

201. American National Government/ (3).F;W;S;SS.

A study of the formation and development of the national government, its organization, functions, and powers.

202. Problems and Policies of American Government/(3).F;W;S;SS.

A study of the policies, function, and programs of the national government.

Specific policies in the area of labor, agriculture, business, welfare, civil rights, and national security are critically analyzed against a background of history, politics, and governmental institutions.

203. State and Local Government/
(3).F;W;S;SS.

A study of the organization, functions, and powers of state, county, and municipal government in the United States.

205. Statistical Methods/(3).F;W;S.
Same as Psychology 205.

248. Independent Study/(1-6).
F;W;S;SS.

265. [465] Introduction to Public Administration/(3).F;S.

A study of administrative organization, relationships, and controls in the United States with emphasis on national public administration.

301. An Introduction to Political Analysis/(3).F.

An introduction to the basic research methods in political science: behavioral methods for collection, review, organization and analysis of political data and historical quantitative comparative techniques of analysis.

302. Political Theory Through The Seventeenth Century/(3).F.

A survey and analysis of political thought from Plato through the seventeenth century, including selected writings of Plato, Aristotle, Aquinas, Machiavelli.

303. Modern Political Thought/(3).W.

A historical survey and philosophical analysis of political thought from the Reformation through the nineteenth century.

304. Contemporary Political Thought/
(3).S.

A critical study of the principal political theories of the present day.

305. Government and Politics in Rural America/(3).F.

A study of governmental organization and community power structures in rural America with emphasis on current problem areas such as law enforcement, public service facilities and finances.

306. Government and Politics in Urban America/(3).W.

A study of the politics and problems of suburban and urban areas. The course will include government organizations, community power structure, urban political organizations, and selected problems of urban government.

309. American Political Parties/
(3).F;SS.

A study of the nature, organization, administration, function of political parties, with consideration given to their role in democracy, pressure groups, problems of American suffrage, political campaigning.

310. International Relations/(3).
F;S;SS.

A survey of the problems in international relations, including power politics and organizations for settling international problems.

340. Public Opinion and Propaganda/
(3).F;S.

(Same as Sociology 340)

A study of the media and techniques of propaganda, and of propaganda as an instrument of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups.

348. Independent Study/(1-6).
F;W;S;SS.

360. Introduction to Law/(3).F.

An examination of the antecedents of the American Legal System; emphasis on selected legal systems and political institutions of the Hebrews, Ancient Greece, Rome and Medieval Europe; the evolution of Roman Law, the influence of the Christian Church and of English common law and equity.

361. The American Judicial Process/
(3).F.

An examination of judicial systems, court procedures, appeals procedures, and the use of legal reference materials with selected cases.

364. The Administrative Process/
(3).F.

Consideration of the process and environment of American public administration with emphasis on the decision making process and on the role of administrative agencies in the development and execution of public policy. The approach will be analytical rather than descriptive, with extensive use of case studies.

369. The Legislative Process/(3).W.

A study of the structure, functions, and behavior of local, state, and national legislative bodies with emphasis on composition, leadership procedures, party and interest group roles, constituency influence and representation theory.

402. The Presidency/(3).F.

The central role of the American Presidency in the political processes. Emphasis on contemporary institutional nature of that office and the behavior of its occupants.

408. Governments and Politics in the
Middle East/(3).W.

A study of the governments and politics of Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, and Turkey.

451. Governments and Politics of
Asia/(3).F.

A study of the policies and institutions of the major Asian governments. Primary emphasis is given to the political evolution and current implementation of the major internal and foreign policies of Japan, China, and India.

452. Latin American Government and
Policies/(3).F.

The structure and dynamics of Latin American political institutions. Attention is given to formal institutions and to basic social, economic, and cultural factors.

454. The Electoral Process/(3).S.

An examination of the factors which contribute to an electoral choice. Both sociological and psychological influences are considered.

455. American Political Thought/
(3).W.

A study of the main currents of political thought in the United States from 1776 to the present.

456. Intermediate Statistical Methods/
(3).W.

Same as Psychology 456.

457. International Law/(3).W.

An examination of the nature, scope, sources and sanctions of international law; the rights and duties of states and individuals.

458. International Organizations/
(3).S.

An examination of the development and functioning of world organizations with special emphasis on the United Nations and its specialized agencies.

460. American Foreign Policy/(3).S.

A study of the political process by which contemporary foreign policy is made and executed.

462, 463. Constitutional Law of the
United States/(3,3).W,S.

An intensive study of the court decisions which have contributed to the contemporary interpretation of the American Constitution.

466. Administrative Law/(3).S.

A study of administrative powers and procedures in the U. S. with special attention to the legal and administrative methods of achieving a responsible bureaucracy and of balancing public interest with private rights.

467. Public Personnel Administration/
(3).W.

A study of public personnel systems in the U. S. with major concentration on the national civil service system. Special emphasis is given to current research in the areas of leadership, informal organization, motivation and small group theory.

470. Political Sociology/(3).S.

Same as Sociology 470.

473. Politics of Developing Nations/
(3).W.

An examination and analysis of the political processes in the developing areas of the world, consideration of stresses of change, the international interactions and behavior of nations in their struggle toward political modernization.

475. The Governments and Politics of
Western Europe/(3).F.

A survey of the governmental institutions and political process in the parliamentary democracies of Western Europe with special emphasis on Great Britain, Federal Republic of Germany and France.

476. Governments and Politics of
Eastern Europe/(3).W.

A survey of the governmental and party institutions, practices, and procedures in the Soviet Union and Eastern Europe.

478. Governments and Politics of
Africa South of the Sahara/(3).S.

A study of the governments and political institutions, domestic and international politics of the independent states of sub-Saharan Africa.

480. Internship in Public Affairs/
(3-6).F;W;S;SS.

Field work in the office of a governmental agency; city, county, state or national. Under certain circumstances, it might be the office of a political party organization or in that of some organized pressure group. The type of internship and place of organization in which it is taken must be satisfactory to the student and to the department. A research paper in which the student correlates his academic knowledge with his practical experience is required.

481. The Political Novel/(3).W.

An examination of the contributions of the novelist in creating a political model that can be used to effectively explain and describe political behavior.

482. Political Leadership/(3).W.

An examination of the factors responsible for the development of the political leader; the influence of third persons, health, family background, personality, social class, and accidents of history that place a particular individual in a position to assume leadership.

490. Seminar: Scope and Methods of Political Science/(3).W.

Graduate Courses

500. Bibliography and Research/(3).F.
Hoffman.

501. Readings and Research in Political Behavior/(3).W.

A comparative analysis of the factors influencing political behavior, political socialization and political participation.
Hoffman.

504. Seminar in American Government and Politics/(3).F;SS.

Special investigation of selected topics in American government and politics. The topic will vary from year to year and barring duplication may be repeated for credit. *Moore, Sutton.*

505. Readings and Research in Empirical Political Theory/(3).S.

An in-depth analysis of Political Belief Systems, recent Democratic Theories, and Political Personality. *Hoffman.*

508. Readings and Research in Public Law and Judicial Behavior/(3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. *Moore.*

510. Democratic and Totalitarian Systems/(6).SS.

A comparative analysis of constitutional democracy and totalitarian systems. Offered as a summer institute. *Hughes Moy.*

513. Readings and Research in International Relations/(3).W;SS.

This course will concern itself with in-depth treatment of the problems and policies of developing nations, the issues of Colonialism, Imperialism, Nationalism, and an examination of current methodological trends in the exploration of these problem areas. *Barghothi, Moy.*

515. Problems of Public Administration/(3).S.

An examination of selected problems in public administration with emphasis on analytical case studies.

517. Geographic Aspects of World Affairs/(3).S.

A geographic analysis of major world movements and events associating the physical environment with social, political, racial factors. *Yoder.*
(Same as Geography 523 [506])

525. Seminar in Comparative Government and Politics/(3).F;SS.

An examination of selective areas of comparative governments. The topic will vary from year to year and barring duplication may be repeated for credit. *Moy.*

535. Problems in State and Local Government/(3).W.

Research on selected topics and American state and local government. The topic will vary from year to year and barring duplication may be repeated for credit. *Williamson.*

540. Seminar/(3).On demand.
Staff.

548. Independent Study in Political
Science/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(3-6).
F;W;S;SS.

DEPARTMENT OF PSYCHOLOGY

Basil G. Johnson, Chairman

The objectives of the Department of Psychology are:

1. To prepare students for postgraduate and terminal programs in psychology.
2. To create variable interest in psychology—an interest that will be paralleled by a growing competency in the discipline.
3. To provide future teachers with workable repertoire of sound psychological principles to underlie the teaching methodology.
4. To advance psychology as a science and as a means of advancing human welfare.

A major in psychology leading to the Bachelor of Arts degree consists of 42 quarter hours of psychology including Psychology 201, 202, 205, 321 or 365, 364, 457, 458, one course from 301, 450, 451, 452, or 499 and 18 hours of approved electives.

A minor in psychology consists of 21 quarter hours including 201, 202, and 15 hours of electives.

The Master of Arts degree in general-theoretical psychology consists of 45 quarter hours including 6 quarter hours credit for research and thesis. Required courses include Psychology 457, 458, 500, 534, and 550. A candidate may take any four of the following courses: Psychology 466, 528, 529, 530, or 531. A reading knowledge of an approved foreign language is required of all candidates for the degree. The candidate may select a minor field in sociology or the physical or biological sciences.

The Master of Arts degree in clinical psychology consists of 70 quarter hours of graduate credit including 6 quarter hours of research and thesis. Required courses include Psychology 500, 512, 526, 534, 535, 536, 550, 551, 552, 553, 554, 558, 559, 560 and 561. Also three of the following four courses are required: 451, 528, 530, 555. In addition to course work, thesis practicum, and internship, each candidate shall demonstrate reading proficiency in an approved foreign language.

COURSES OF INSTRUCTION IN PSYCHOLOGY

(For a description of the notation used in the following list of courses, see p. 87.)

201. General Psychology/(3).F;W;S.

Emphasizes psychology as a science of human behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, desires; man as a thinking, imagining, reasoning, learning person. Attempts to relate man to his biological, physical, cultural, and personal worlds.

202. General Psychology/(3).F;S.

A continuation and extension of 201. Emphasis placed on emotional and social handicaps, cognitive processes, personality, group-related behavior, communication, and industrial psychology.

205. Statistical Methods/(3).F;W;S.

A study of the basic principles and methods of descriptive and inferential statistics. Provides experience in the presentation and analysis of quantitative data.

248. Independent Study/(1-6).

F;W;S;SS.

301. Human Growth and Development/(3).F;W;S.

A study of the interaction of biological and environmental factors in the growth of the individual from conception to maturity.

302. Educational Psychology/(3).

F;W;S.

An analysis of the processes important in learning. The major concepts, theories, and research in learning, thinking, and development are emphasized. Special attention is given to educational applications. Required of majors in elementary and secondary education.

303. Principles of Behavior/(3).

F;W;S.

A study of the meaning, dynamics, and determinants of personality. Effective and

unsuccessful kinds of adaptation are contrasted. Emphasis is placed on educational application. Required of majors in elementary and secondary education.

320. Motivation/(3).F.

Theories and experimentally determined facts concerning drives, needs, preferences and desires. Prerequisite: Psychology 201.

321. Sensation and Perception/(3).W.

Deals with the methods and approaches to the study of sensation and perception. Emphasizes theoretical interpretations and experimental results. Prerequisite: Psychology 202.

322. Language and Communication/(3).S.

An introduction to psycholinguistics and verbal behavior. Includes acquisition, sequential structure and semantic aspects. Prerequisite: Psychology 201.

348. Independent Study/(1-6).

F;W;S;SS.

364. Principles of Learning/(3).F.

A topic approach to the psychology of learning. Includes reinforcement, extinction, patterns of reinforcement, generalization, discrimination, transfer of training, retention, forgetting, etc. Prerequisites: Psychology 201 and 205.

365. Experimental Psychology/(3).W.

A concentration upon the description of problems, methods, design and procedures for analyzing data. Prerequisites: Psychology 201 or 202 and 205.

375. Introduction to Rehabilitation/(3).F.

A study of the historical development of vocational rehabilitation. Emphasis placed on the conceptual, philosophical, and

legal aspects of the vocational rehabilitation program. Prerequisite: Psychology 201 or permission of instructor.

**376. The Rehabilitation Process/
(3).W.**

The concept of counseling in rehabilitation. The basic aspects of human growth and behavior; counseling definitions and theories. Prerequisite: Psychology 201 or permission of instructor.

**377. Medical Aspects of Disability/
(3).S.**

Medical aspects of physical and emotional disabilities in relation to rehabilitation processes.

**440, 441, 442. Seminar in
Psychology/(1,1,1).F,W,S.**

Consideration of some of the contemporary research issues in psychology. Opportunities for majors to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisites: Eighteen hours of psychology or permission of chairman.

450. Psychology of Personality/(3).F.

A study of factors involved in the development of personality. Prerequisite: Psychology 201.

451. Social Psychology/(3).W.

A study of social implications and applications of group stimulation, response, interaction, change and sometimes disintegration.

452. Abnormal Psychology/(3).S.

A study of various abnormal phases of behavior; prevention and treatment of certain social-emotional problems; examination of recent clinical and experimental findings. Prerequisite: Psychology 201 or 303.

**455. Advanced Educational
Psychology/(3).F;W;S.**

The psychology of learning as it applies to the learner, the learning process and the teaching situation.

**456. Intermediate Statistical Methods/
(3).W.**

Depth study of analysis of variance, analysis of covariance, correlation and regression, relationships to basic research and experimental design. Prerequisite: Psychology 205 or equivalent.

457. Physiological Psychology/(3).S.

An examination of the biological correlates of behavior, structure and functions of the sensory and motor systems, endocrine and metabolic processes. Prerequisite: Psychology 202 or permission of instructor.

**458. History and Systems of
Psychology I (3).F.**

An overview of the origins and development of psychological concepts, movements and fields of study existing before and during the early 1900's. Emphasis placed on an understanding of the philosophical thought lying behind current psychological systems. Prerequisites: Twelve hours of psychology.

**459. History and Systems of
Psychology II/(3).W.**

A depth study of twentieth century psychological systems and theories. Emphasis placed on an understanding of current psychological issues, formulations and methodologies. Prerequisite: Psychology 458.

460. Psychology of Disability/(3).S.

Examination of the physical, psychological and sociological problems associated with handicapping conditions. Prerequisite: Psychology 201, 375 or permission of instructor.

461. Field Work in Vocational
Rehabilitation/(3).S.

Supervised field placement in a rehabilitation facility or district office to expose the student to contemporary problems and issues of the physically, mentally, and socially handicapped and provide him an opportunity to apply the basic principles of vocational rehabilitation. Prerequisite: Permission of instructor.

466. Comparative Psychology/(3).S.

Covers psychological processes in infra-human organisms, the place of animal experimentation in psychology and animal research. Prerequisites: Psychology 201 and 205 or equivalent.

470, 471, 472. Industrial Psychology/
(3,3,3).F,W,S.

A survey of potential and actual applications of psychological principles and methods to the problems of business and industry. Attention given to the structure and dynamics of organization, labor management relations and employee and consumer behavior. Prerequisite: Psychology 201.

499. Psychology of Early Childhood/
(3).F.

A study of the origin of life and the principles of growth operative during the prenatal, postnatal, infant and early childhood periods: the first five years of life. The laboratory is offered in conjunction with the Nursery School and gives opportunity for the student to develop understanding through systematic observation and individual case history studies. Lecture two hours, laboratory two hours. Prerequisites: Nine hours in psychology.

Graduate Courses

500. Research Problems/
(1).F;W;S.

A study of research problems, types of research, organization and reporting of

research. Required in the first three quarters of graduate study. (Meets two hours every other week.) *Staff.*

501. Psychology of Late Childhood/
(3).W.

A study of childhood behavior from the ages of five through ten. Physiological, emotional, social and intellectual aspects are examined. Prerequisites: Nine hours of psychology or permission of instructor. *Snipes, Crouch.*

502. Psychology of Adolescence/(3).S.

A consideration of the physical, intellectual, social and emotional changes expected during adolescence. Prerequisite: Nine hours of psychology or permission of instructor. *Snipes, Crouch, Knight.*

510. Psychology of the Gifted/(3).W.

A study of the identification, needs, and motivation of the gifted and of research conducted with this group. *Winford.*

512. Psychology of the Socially and
Emotionally Maladjusted/(3).W.

Characteristics, identification and programs of prevention and re-education for both the emotionally disturbed and the socially maladjusted. Credit for both CE 526 and Psy 512 is not permitted. *Wesley, Moss, McDade.*

514. Use and Interpretation of Group
Tests/(3).F;S.

Same as CR 514.

519. Analysis of the Individual/(3).W.

An application of psychological principles and guidance techniques of self-appraisal of the personality of others. Prerequisite: Psychology 450. *Wesley, Gilley, Levin.*

526. Psychological Assessment I/
(3).F;W.

A study of the development, standardization, administration and interpretation of the Wechsler Scales, Stanford-Binet, and selected other individually administered psychometric instruments. Supervised practice in administration. Prerequisite: Psychology 514 or equivalent. *Johnson, Levin, McDade.*

528. Theories of Learning/(3).F.

A course designed to promote understanding of the theories of learning of historical and current value. Prerequisite: Psychology 364 or 455. *Brigner, Kauffman, Fox, Moss.*

529. Advanced Experimental
Psychology/(3).S.

The application of experimental methods to a variety of psychological phenomena. Emphasis will be placed upon each student conceiving, conducting, and reporting an experiment. Prerequisite: Psychology 365 or equivalent. Lecture two hours, laboratory two hours. *Brigner, Kauffman, Fox.*

530. Theories of Personality/(3).S.

A critical study of individual theories of personality structure and development with their characteristic research and influence. *Clark, Gilley, McDade.*

531. Advanced General Psychology/
(3).F.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisites: Psychology 202 and nine hours psychology. *Brigner, Duke, Kauffman, Moss.*

532. Evaluation of Exceptional
Children/(3).F.

A study of special diagnostic procedures with children who have physical, intellec-

tual, sensory impairments. Prerequisite: Counselor Education and Reading 456 or equivalent. *Winford, Knight.*

534. Advanced Statistics/(3).W.

A continuation of 456. Statistical estimation, inference, hypothesis testing, scaling, and the use of quantitative models in design and analysis of research. Prerequisite: Psychology 456 or equivalent. *Dowell, Kauffman, Fox.*

535. Advanced Abnormal Psychology/
(3).F.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Prerequisites: Psychology 450 or 530, 452 or permission of instructor. *Johnson, Gilley.*

536. Theories of Psychotherapy/(3).S.

A critical evaluation of major theories of psychotherapy, including cross cultural studies, current applications and research findings. Prerequisite: Psychology 535. *Gilley, Levin, McDade.*

540. Seminar in Psychology/(3).S.

Consideration of some of the contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: Graduate status or permission of instructor. *Staff.*

548. Independent Study./(1-6).
F;W;S;SS. *Staff.*

550. Master of Arts Thesis/(6).
F;W;S;SS. *Staff.*

551, 552, 553. Clinical Practicum I/
(1,1,1).F,W,S.

Introduction to interdisciplinary team approach to problems in vocational and emotional areas; directed observation of staffings, interviews, psychotherapy and psychological assessment at the Psychological Services Center. Prerequisite: Admission to MA program in clinical psychology. *Clinical Staff*.

554. Clinical Practicum II/(3).F.

Progressive assumption of clinical responsibility in psychotherapy, psychological testing, referral procedures; supervision in these areas by licensed psychologists at the Psychological Services Center or other designated practicum locations. Prerequisite: Clinical Practicum I. *Clinical Staff*.

555. Advanced Developmental
Psychology/(3).F.

Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention will be given to current theories, to methodology, and to illustrative areas of research. Prerequisite: Psychology 205 and preceded by, or taken concurrently with, Psychology 457. *Fox, Gilley, Snipes*.

556. Experimental Analysis of Mental
Deficiency/(3).W.

Research, etiology, diagnosis, prognosis, and behavior modification in the area of mental deficiency. Prerequisite: Psychology 555. *Johnson*.

557. Clinical Psychology/(1).F.

Seminar on issues in professional clinical psychology: licensing, ethical and legal considerations in clinical psychology, role relations with other professions. Prerequisite: Clinical Practicum I. *Clinical Staff*.

558. Psychological Assessment II/
(3).W.

Theory, research findings and clinical applications of major projective techniques, with emphasis on Rorschach and TAT. Prerequisite: Psychology 526, 535. *Gilley, Levin, McDade*.

559. Psychological Assessment III/
(3).S.

Advanced supervision in techniques of individual psychological evaluations, including interview techniques, behavioral observations and assessment of personality and intellectual functioning in persons with behavior disorders; the writing of meaningful psychological reports, including appropriate recommendations for treatment or referral. Prerequisites: Psychology 526. Clinical Practicum I. 551, 552, 553. *Gilley, Levin, McDade*.

560, 561. Internship/(6,6).W,S.

Six months full time placement in mental health setting under supervision of a licensed psychologist; psychological evaluation, individual and group psychotherapy; work with interdisciplinary team; consultation with community agencies, schools, and work in institutional settings. Prerequisite: Completion of course work in MA Clinical Psychology program. *Clinical Staff*.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Alfred M. Denton, Jr., Chairman

The undergraduate major in sociology is designed to provide a mature understanding of social behavior and to give preparation for a variety of careers. With

the assistance of his advisor, a student may select courses that will provide the foundation for careers in the professions, social work, social services, and governmental service. Further graduate study is also possible.

A major in sociology leading to the Bachelor of Arts degree consists of 42 hours including 201, 205, 206, 461, and Anthropology 210, and 27 quarter hours of electives in sociology. Anthropology 245 and 315 may be taken for credit toward the major in sociology *unless* the student is minoring in anthropology.

A minor in sociology consists of 24 quarter hours including Sociology 201, Anthropology 210, and 18 quarter hours of electives in sociology.

A minor in anthropology consists of 24 quarter hours including Anthropology 210, Sociology 201, and 18 quarter hours of electives in anthropology.

The Master of Arts degree with a major in sociology is offered in the program for secondary school teachers and in the program for junior college teachers. An undergraduate major in sociology is prerequisite for either program.

The major for the master's degree consists of a minimum of 33 quarter hours in sociology, six hours of which may be for the thesis if the candidate elects to write a thesis. Courses in sociology that are required are Sociology 500, Bibliography and Research; Sociology 456, Intermediate Statistical Methods; and Sociology 525, Contemporary Sociological Theory. If the candidate has not had the equivalent of Sociology 205, Statistical Methods, and Sociology 461, The Development of Sociological Theory, in his undergraduate program, he must take them and will receive graduate credit for 461.

For further information about required courses in education and *total hours* required in these graduate programs, consult the Graduate School catalog.

For the curriculum for a major in social science and concentration in sociology and anthropology leading to the Bachelor of Science degree and teacher certification, see page 178.

COURSES OF INSTRUCTION IN SOCIOLOGY AND ANTHROPOLOGY

(For a description of the notation used in the following list of courses, see p. 87.)

SOCIOLOGY

110. Marriage and Family Relations/ (3).F;W;S.

Analysis of the forms and functions of family relationships; sex roles, marital choice, procreation, and socialization; history of American family patterns and effects of contemporary social changes. *This course is for freshmen and sophomores. Others must have permission of instructor.*

120. Social Problems in American Society/(3).F;W;S.

Some of the major social problems in American society will be analyzed through the application of basic sociological principles. Evaluation will be made of the techniques utilized by society to alleviate social problems, along with an analysis of the impact of social and technological change. *This course is for freshmen and sophomores. Others must have permission of instructor.*

201. General Sociology/(3).F;W;S.

An introduction to the field of sociology. How society and its component parts are structured; analysis of the structure and function of social institutions and groups; relationships of the individual to society. *Prerequisite to all sociology courses except 110 and 120.*

205. Statistical Methods/(3).F;W;S.

A study of the basic principles and methods of descriptive and inferential statistics. Provides experience in the presentation and analysis of quantitative data.

248. Independent Study/(1-6). F;W;S;SS.

302. [206] Research Methods/(3). W;S.

Relationship of theory to research; research design, sampling procedures, research analysis.

304. [350] Social Deviation/(3).F.

The course emphasizes the social factors in causation. Review is made of the leading theories in deviation and then deviation types are analyzed; homosexuality, drug use and addiction, alcoholism, alienation, etc.

306. [300] Criminology/(3).F;S.

The study of crime and delinquency as social phenomena. Nature and types of criminal behavior, theories of causation, control and prevention; methods of treatment.

310. Juvenile Delinquency/(3).W.

Evaluation of knowledge and research in the causation and correction of juvenile delinquency; family background and socialization, individual life experience, cultural and ecological situations affecting delinquents; analysis of attempts to predict and control delinquency.

320. Collective Behavior/(3).F.

Analysis of crowd, mass, public behavior; patterns of leadership, institutionalization and social control in social movements of various kinds and their effects upon the social order.

330. The Community/(3).S.

Analysis of the structure and functioning of rural and urban communities; social organization and social change within and among communities.

340. Public Opinion and Propaganda/ (3).F;S.

(Same as Political Science 340)

A study of the media and techniques of propaganda and of propaganda as an instrument of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups.

348. Independent Study/(1-6).

F;W;S;SS.

355. Social Welfare as a Social Institution/(3).F;W.

Selected target populations are used for studying social services in American society. Historical perspectives, ideal and real values that underlie programming, service delivery networks, and certain dilemmas are considered. Employment opportunities. Agency visits required.

356. Theory for Social Work Practice/(3).S.

Purpose, purview, fields, roles, and methods; principles of practice derived from psychological-social process bases. Case-work is emphasized. With consent of instructor, student may enroll in Sociology 449 to gain field experience. Prerequisite: Sociology 355.

403. Sociology of Occupations/(3).W.

Examines occupations and their place and meaning in society; focuses on internal occupational structures and institutions and considers the meaning of occupations for individuals and society.

405. Population and Society/(3).W.

Systematic study of the growth and change of populations in relation to their cultural setting; trends in fertility, mortality, migration, composition, and population policies; national and international implications of recent population growth trends.

415. Penology and Corrections/(3).W.

A review and analysis of the institutional and non-institutional treatment of the offender, considering modern philosophy and methods in treatment of adult criminals and juvenile delinquents. Prerequisite: Sociology 304 and *either* Sociology 306 or Sociology 310.

420. Probation and Parole/(3).S.

An analysis of the principles and practices in probation and parole: case method; techniques of supervision; special problems in the field; efficacy of techniques and new directions. Prerequisite: Sociology 304 and *either* Sociology 306 or Sociology 310.

440. Selected Topics in Sociology/(3-6). On demand.

Study, research and writing in selected areas. A student may enroll in this course twice for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.

449. Field Experience; Internship/(3-6). On demand.

450. Race Relations/(3).F.

Analysis of intergroup relationships; the bases of conflict, accommodation and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. Prerequisite: Sociology 201 or 120.

451. Social Psychology/(3).W.

A study of the behavior and experience of the individual in social contexts.

456. Intermediate Statistical Methods/(3).W.

Depth study of analysis of variance, analysis of covariance, correlation and regression, relationships to basic research and experimental design. Prerequisite: Sociology 205 or equivalent.

461. The Development of Sociological Theory/(3).W;S.

Development of sociological theory from Auguste Comte (19th Century) to World War II.

470. Political Sociology/(3).S.

Social influences on political behavior; the relationship between political and other institutions.

480. Sociology of the Family/(3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society.

Graduate Courses

500. Bibliography and Research/
(3).F.

Brown, Keeter.

502. Concepts in Sociology/(3).F.

Systematic survey and critical analysis of selected sociological concepts and theories. *This course is for graduate students who have only a limited background in sociology. Prerequisite: Permission of instructor or department chairman. Denton, Keasey, Keeter.*

508. Urban Sociology/(3).W.

Urbanism as a way of life. Growth and development of urban areas, urban social organization, change and problems, ecological patterning, urban planning and social controls. *Keeter, Westfall.*

510. Social Structure/(3).S.

An analysis of social stratification, its nature and function, caste, estates, classes, rank and prestige; community power structure; bureaucratic organization. *Denton, Brown.*

515. Complex Organizations/(3).F.

An examination of theories of large-scale organizations with a substantive, comparative analysis of types such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations.

520. Demography/(3).S.

A systematic survey and analysis of major theories of population growth and change. Intensive analysis of world population trends. *Denton, Brown.*

525. Contemporary Sociological
Theory/(3).S.

A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation. *Keeter, Westfall.*

540. Selected Topics in Sociology/
(3-6). On demand.

Study, research and writing in selected areas. A student may enroll in this course twice for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.

548. Independent Study/(1-6).
F;W;S;SS.

549. Field Experience; Internship/
(3-6). On demand.

550. Master of Arts Thesis/(3-6).
F;W;S;SS.

ANTHROPOLOGY

210. General Anthropology/(3).
F;W;S.

An introduction to the field of anthropology; a general survey of human evolution, the varieties of human societies around the world, and the nature of culture.

235. North American Archaeology/
(3).F.

A general survey of Indian life in North America before white contact. Basic archaeological concepts will be intro-

duced; emphasis on the prehistory of the Eastern U.S., the Southwest, and the Great Plains.

245. Man and His Environment/
(3).F;W.

The interrelationship between man and his natural environment. How man adapts to and changes his surroundings; the role of the environment in man's biological and cultural evolution; the effects of environmental deterioration on modern man.

248. Independent Study/(1-6).
F;W;S;SS.

315. Cultural Anthropology/(3).
F;W;S.

The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships; a comparison of preliterate with contemporary societies.

348. Independent Study/(1-6).
F;W;S;SS.

401. North American Indians/(3).W.

An ethnographic survey of the American Indian cultures from the Arctic to Mexico. Prerequisite: Anthropology 210 or 315.

402. Archaeological Method and
Theory/(3).S.

A survey of the basic methods and techniques of archaeological field work and analysis and the theory of methodology of archaeological interpretation. Occasional weekend field trips. Prerequisite: Anthropology 235.

440. Selected Topics in Anthropology/
(3-6). On demand.

Study, research and writing in selected areas. A student may enroll in this course twice for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.

445. Field School in Archeological
Methods/(6-9). On demand.

This course gives instruction in the methods employed by the field archeologist and is taught on an archeological site in the local area. Training in such skills as surveying, controlled surface collection, excavation, as well as washing, preserving, and analysis of artifacts will be given. Prerequisite: Anthropology 402.

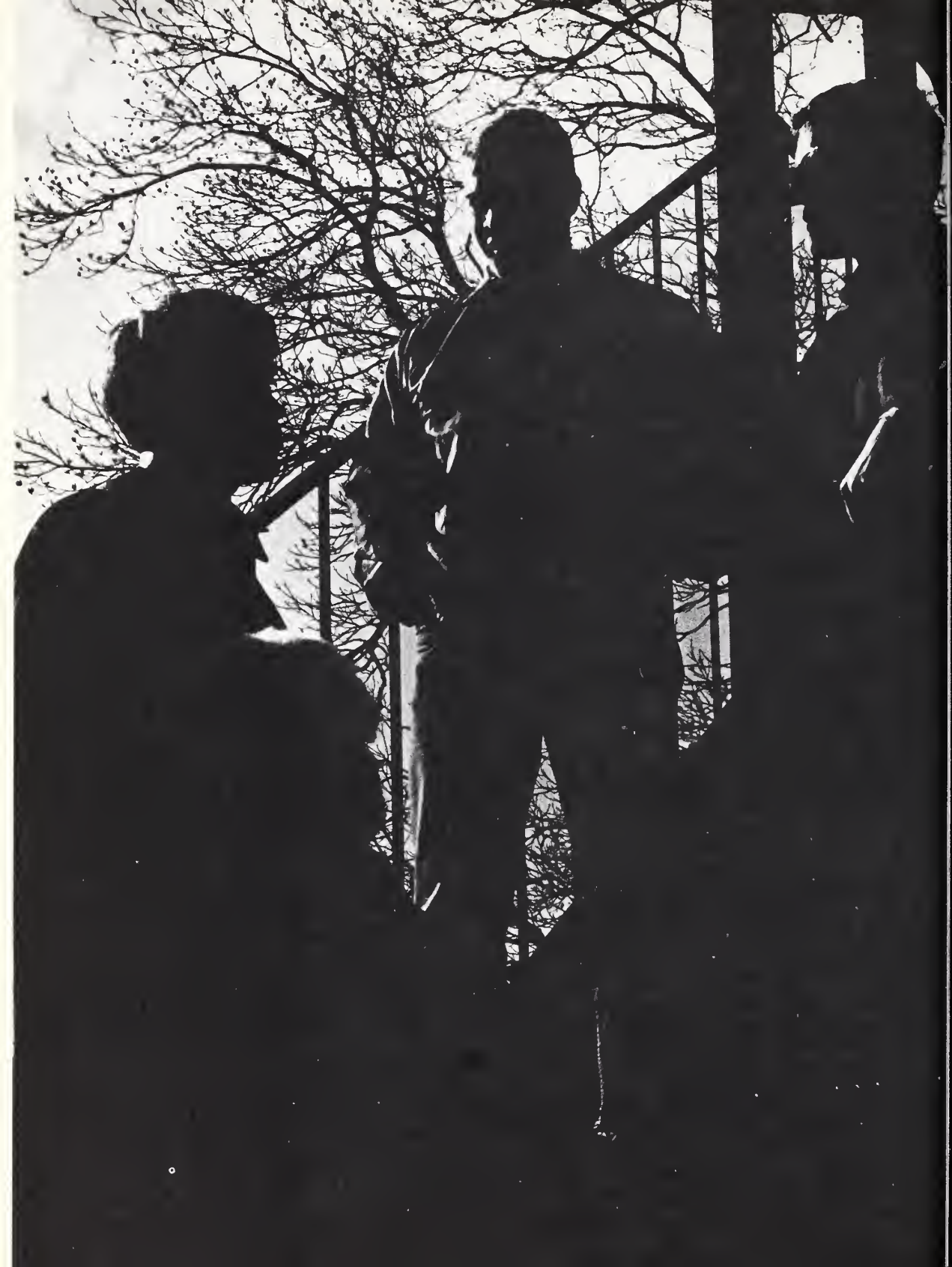
449. Field Experience; Internship/
(3-6). On demand.

465. Folk and Peasant Cultures of the
Modern World/(3).S.

Descriptive and theoretical analysis of modern folk and peasant cultures in different areas of the world. Emphasis on problems of social change and urbanization. Prerequisite: Anthropology 210 or 315.

540. Selected Topics in
Anthropology/(3-6). On demand.

Study, research and writing in selected areas. A student may enroll in this course for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.



The College of Business

THE COLLEGE OF BUSINESS

William V. Muse, Dean

The College of Business has as its primary aim the development of future leaders for the business, industrial, and educational communities. Through courses of instruction and other educational programs, an attempt is made to develop the analytical skill and decision-making ability of each student; to enhance one's understanding of economic concepts; increase his knowledge of business and educational practices and innovations; and to expand one's awareness of the role and function of industrial organizations.

DEPARTMENTS

The College of Business consists of the following four departments:

Accounting

Business Administration

Business, Economic, and Occupational Education

Economics

DEGREES OFFERED

Through the College of Business, students can obtain the following degrees:

1. Bachelor of Science in Business Administration (BSBA), with majors in accounting, general business, economics, finance and banking, insurance and real estate, and marketing.
2. Bachelor of Science in economics and business (with teacher certification).

3. Bachelor of Arts in economics.
4. Master of Arts in economics and business.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE

In order for a student to earn the Bachelor of Science in Business Administration degree, the following requirements must be met:

1. Completion of a minimum of 183 quarter hours, with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on his work at Appalachian.
2. Completion of a minimum of 75 quarter hours of courses outside of the College of Business, including the general education requirements as outlined in the section on the General College.
3. Completion of a minimum of 75 quarter hours of courses in the College of Business, including:

A. 24 quarter hours of core courses:

Economics 201-202-203
Accounting 204-205-206
Business Administration 375-376

- B. Completion of an additional 24 quarter hours of course work to satisfy the requirements of a major in one of the following areas: accounting, general business, economics, finance and banking, insurance and real estate, or marketing. A student must have at least a 2.00 grade-point average in all work attempted in the major and in the core courses. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work attempted in the major at ASU.

- C. Completion of an additional 27 hours in accounting, business administration, and/or economics, at the 300 or 400 level.

4. No minor is required for the BSBA degree.
5. Completion of residence requirements.
6. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
7. Recommendation of the faculty.

8. Completion of the Admission Test for Graduate Study in Business (ATGSB), or other appropriate aptitude tests.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, the final responsibility for meeting all academic requirements remains with the student.

BACHELOR OF SCIENCE IN ECONOMICS AND BUSINESS (with teacher certification)

For the general requirements for the Bachelor of Science degree with teacher certification, see pages 171 and 172 in this catalog.

BACHELOR OF ARTS DEGREE IN ECONOMICS

In order for a student to earn the Bachelor of Arts degree in the College of Business, the following requirements must be met:

1. Completion of at least a minimum of 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on his work at Appalachian.
2. Completion of general education requirements as outlined in the section on the General College.
3. Completion of nine quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major in economics consisting of a minimum of 60 quarter hours. A student must have at least a 2.00 grade-point average on his work in the major. A transfer student must complete at least 12 quarter hours of work in his major at ASU and must have at least a 2.00 grade-point average on his work in the major at Appalachian.
5. Completion of a minor consisting of 21 to 24 quarter hours, outside the College of Business, from a department other than the departments of administration and higher education, childhood education, counselor education and reading, and secondary education.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
8. Recommendation by the faculty.

9. Completion of the GRE Aptitude Test and the Advanced Test in Economics, or other appropriate aptitude tests.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, *the final responsibility for meeting all academic requirements remains with the student.*

MASTER OF ARTS DEGREE

For the general requirements for the Master of Arts degree see the *Department of Business, Economic, and Occupational Education.*

ADMISSION TO THE COLLEGE OF BUSINESS

To be admitted to the College of Business as a candidate for a baccalaureate degree, a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least a 2.00.
3. Completed:
 - a. English 100, 110, 120.
 - b. Mathematics 107 (Students entering ASU prior to September 1, 1971, may elect to take Mathematics 101 to satisfy this requirement.) Mathematics 101 is acceptable for teacher certification.
4. Been accepted by the College of Business as a major in one of the areas designated.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

COURSES OF INSTRUCTION

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above, the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog for 1971-72.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours of credit.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered, indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarter offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word pre-requisite.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

TRANSFER OF CREDIT FROM A TWO-YEAR INSTITUTION

Courses numbered 100-299 in the College of Business at Appalachian may be acceptable for transfer from an accredited two-year institution as credit toward meeting degree requirements within the college. Credit for upper-division courses (numbered 300 or above) taken at a two-year institution may be earned by examination.

DEPARTMENT OF ACCOUNTING

Larry R. Trussell, Chairman

The objective of the Department of Accounting is to provide specialized and professional training in the fields of industrial, governmental, and public accounting.

A major in accounting, leading to the Bachelor of Science in Business Administration degree, may be obtained by completion of the following courses, in addition to the core courses required for the BSBA degree:

Accounting 306-307-308	Intermediate Acct.	9
Accounting 353	Cost Accounting	3
Accounting 409	Advanced Accounting	4
Accounting 452	Taxation	3
Bus. Adm. 400	Business Law—I	3
Bus. Adm. 458	Prin. of Finance	3

In addition to these requirements, each accounting major must complete a minimum of 27 quarter hours in accounting, economics, and/or business administration, in courses numbered 300 or above, with at least six (6) of these hours being in accounting.

A minor in accounting may be obtained by the completion of 21 quarter hours, consisting of Accounting 204-205-206, Accounting 306, and 9 additional hours of electives in accounting.

COURSES OF INSTRUCTION IN ACCOUNTING

(For a description of the notation used in the following list of courses, see p. 153.)

- | | |
|--|---|
| <p>204-205-206. Principles of Accounting/(3-3-3).F-W-S.
Principles and fundamentals of accounting procedures and practices. Laboratories scheduled as needed.</p> <p>248. Independent Study/(1-6).
F;W;S;SS.</p> <p>306-307-308. Intermediate Accounting/(3-3-3).F-W-S.
Application of accounting to various forms of business organization. Prerequisite: Acct. 204-205-206.</p> <p>348. Independent Study/(1-6).
F;W;S;SS.</p> | <p>353. Cost Accounting/(3).F.
Principles of manufacturing and distribution cost accounting. Material, labor, and overhead costs in job order and process cost accounting. Business procedures and their adaptation to business situations and needs of management. Prerequisite: Acct. 204-205-206.</p> <p>357. Managerial Cost Accounting/(3).W.
Attention is given to internal reporting of product costing, personnel responsibility, alternatives, and competitive conditions. Prerequisite: Acct. 353.</p> <p>381. Special Topics in Accounting/(1-6). On demand.</p> |
|--|---|

409. Advanced Accounting/(4).F.

Further application of accounting to various forms of business organization. Prerequisite: Acct. 306, 307.

410. Advanced Problems in Accounting/(4).W.

Investigation into the special problem of accounting for branch and home offices, government units, judiciary accounting, and actuarial science. Prerequisite: Acct. 308.

452. Taxation/(3).W.

A presentation of the underlying principles of income taxation and the special accounting problems involved in the calculation of federal and state liability, with Acct. 204-205-206.

454. Government Accounting/(3).S.

Application of principles of accounting and budgeting of municipal, state, and federal governmental units. Prerequisite: Two quarters of accounting on the 300 level.

455. Corporate Tax Accounting/(3).S.

A further study of tax accounting, with special emphasis placed on corporations, estates, and trusts. Prerequisite: Acct. 452.

481. Seminar in Accounting/(3).
On demand.

482. Theory of Auditing/(5).F.

Basic principles of auditing with emphasis on analyzing and verifying records and reports. Prerequisite: Acct. 204-205-206.

483. [504] C.P.A. Problems/(3).S.

A study of complex accounting problems under simulated C.P.A. examination conditions. Recommended only for those who are preparing to take the C.P.A. examination. Prerequisite: Acct. 306-307-308.

485. Managerial Auditing/(3).W.

A study of the procedures for auditing managerial performances in order to improve the efficiency and effectiveness of organizations. Prerequisite: Acct. 206

DEPARTMENT OF BUSINESS ADMINISTRATION

Shah Mahmoud, Chairman

The objective of the Department of Business Administration is to develop responsible and successful business leaders who have an appreciation of themselves, their environment, and the society in which they function.

Through the Department of Business Administration, students may obtain major in general business, finance and banking, insurance and real estate, and marketing

Each major has a core requirement for the BSBA degree of the following courses Accounting 204-205-206, Economics 201-202-203, and Business Administration 375-376. The specific requirements for each major are:

MAJOR IN GENERAL BUSINESS

Bus. Adm. 315	Principles of Management	3
Bus. Adm. 320-321	Principles of Marketing	6
Bus. Adm. 355	Management Info. Systems	3
Bus. Adm. 360	Human Relations	3
Bus. Adm. 400-401	Business Law	6
Bus. Adm. 458	Principles of Finance	3

MAJOR IN BANKING AND FINANCE

Bus. Adm. 400	Business Law	3
Bus. Adm. 458-459-460	Principles of Finance	9
Bus. Adm. 462	Investment Management	3
Economics 307	Money and Banking	3
Economics 455	Public Fin. & Taxation	3
Acct. 452 <i>or</i>	Taxation	
Bus. Adm. 461	Credit Management	3

MAJOR IN INSURANCE AND REAL ESTATE

Bus. Adm. 301	Salesmanship	3
Bus. Adm. 380	General Insurance	3
Bus. Adm. 400	Business Law	3
Bus. Adm. 458-459	Principles of Finance	6
Bus. Adm. 480	Prin. of Life Insurance	3
Bus. Adm. 482	Prin. of Prop. & Cas. Ins.	3
Bus. Adm. 485	Prin. of Real Estate	3

MAJOR IN MARKETING

Bus. Adm. 320-321	Prin. of Marketing	6
Bus. Adm. 400	Business Law	3
Bus. Adm. 475	Managerial Dec.-Making	3

Four courses in marketing selected from

Bus. Adm. 301, 322, 323, 421, 422, 423, and 425	12
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INDIVIDUALLY DESIGNED MAJOR

Any student, in consultation with an advisor and with the permission of the Dean's Office, may elect to adopt a major of 24 quarter hours, consisting of courses selected to fit his particular career objectives. Such a program will constitute a contract between the student and the College of Business and must be formulated at least one academic year prior to expected graduation.

In addition to the specific requirements of each major, each student must complete a minimum of 27 quarter hours in accounting, economics, and/or business administration in courses numbered 300 or above.

MINOR IN BUSINESS ADMINISTRATION

A minor in business administration consists of Economics 200 and 18 additional hours of electives in business administration.

COURSES OF INSTRUCTION IN BUSINESS ADMINISTRATION

(For a description of the notation used in the following list of courses, see p. 153.)

248. Independent Study/(1-6).

F;W;S;SS.

301. Salesmanship/(3).F.

A study of the basic principles and techniques of selling.

315. [415] Principles of Management/(3).F;W;S.

An integrated and analytical study of the functions of business, with emphasis on management, organization, ownership, and operation. Prerequisite: Junior Standing.

320-321. Principles of Marketing/(3-3).F;W;S.

The basic principles of marketing as they relate to the economy. Prerequisite: Econ. 201-202-203.

322. Principles of Advertising/(3).S.

The principles of sales appeal through the various advertising media and the effect of advertising on business and the economy.

323. Industrial Purchasing/(3).W.

Investigation of problems involved in the purchasing of industrial products. Prerequisite: Bus. Adm. 320-321.

348. Independent Study/(1-6).

F;W;S;SS.

350. Internship in Industry/(9).F;W;S.

A full-time work experience in industry. (By permission only.)

355. Management Information Systems/(3).F;W;S;SS.

A study of the construction and utilization of computer based Management Information Systems in management planning and control.

360. [460] Human Relations in Management/(3).W.

An examination of the problems related to the proper use of human resources in business. An analysis of current trends in personnel practices and administrative human relations. Prerequisite: Bus. Adm. 315.

**366. [466] Introduction to Data
Processing/(3).F.**

A study of the basic ideas behind digital computers and their use. Topics include the configuration of computers, programming analysis and flowcharting, number systems, stored program concepts, and an orientation to management and computers. (Math 351 may be substituted.)

**367. Problems in Business Data
Processing/(3).W.**

An investigation of the operating problems and requirements of computer based data processing. Course includes actual preparation and running of computer programs. Prerequisite: Bus. Adm. 366 or Math 351.

370. Organization Theory/(3).S.

A critical consideration of the functions of management, including determination of objectives, organization of resources, and the administrative process generally. Prerequisite: Bus. Adm. 315.

**375-376. Business Statistics/(3-3).
F;W;S;SS.**

A study of statistical techniques including measures of dispersion and central tendency, tests of significance, probability, and analysis of various relationships. Prerequisite: Math 107.

380. General Insurance/(3).F.

Types of insurance, insurance coverage, policy protection, company organization, and regulation.

**381. Special Topics in Business
Administration/(1-6). On demand.**

400. Business Law I/(3).F;W;S.

A treatment of the fundamental principles of law relating to business. Emphasis is placed upon the study of contracts, negotiable instruments, and agencies.

401. Business Law II/(3).W.

A continuation of 400. Emphasis is placed upon the study of personal property and bailments, sales, partnerships, corporations. Prerequisite: Bus. Adm. 400.

402. Business Law III/(3).S.

Real property, insurance, security devices, bankruptcy, trusts and estates, and government regulations. Prerequisite: Bus. Adm. 400.

**421. [321] Retailing Management/
(3).F;S.**

Problems concerned with the management of retail operations. Prerequisite: Bus. Adm. 320-321.

422. Sales Management/(3).F.

Principles and practices in planning, organizing, and controlling a sales force. Prerequisite: Bus. Adm. 320-321.

423. Distribution Management/(3).W.

Problems encountered in establishing and maintaining an effective channel of distribution. Prerequisite: Bus. Adm. 320-321.

425. Marketing Research/(3).S.

Techniques involved in the collection, tabulation, and analysis of marketing information. Prerequisite: Bus. Adm. 320-321, 375-376.

**450. Industrial and Labor Relations/
(3).F.**

Practices and procedures in establishing effective labor-management relations. Prerequisite: Bus. Adm. 315.

**458-459-460. Principles of Finance/
(3-3-3).F-W-S.**

Survey of the financial area from the standpoint of the individual business

corporation. Consideration of both internal financial management and external relationships with money and capital markets, financial planning, sources of funds, classes and types of securities, valuation of business enterprises. Prerequisite: Acct. 204-205-206 and Econ. 203.

461. Credit Management/(3).F.

An analysis of the principles and practices in business consumer credit and collection. Topics studied include sources of credit, use of credit instruments, financial analysis, and sources of credit information. Prerequisite: Acct. 204-205-206 and Econ. 201-202-203.

462. Investment Management/(3).W.

A study of investment principles and practices. Emphasis is placed on the understanding of risks and the establishing of investment policies for both individual and institutional investors. Prerequisite: Acct. 204-205-206 and Econ. 201-202-203.

463. Production Management/(3).S.

An analysis of the managerial problems involved in the areas of product developing, plant and equipment, manufacturing planning and controls, production standards, forecasting, routing, scheduling, dispatching and material control. Prerequisite: Bus. Adm. 315, 376.

467. Business Systems Analysis/(3).S.

The designing of data processing systems to satisfy business systems requirements. Includes the techniques of computer based and non-computer based systems. Prerequisite: Bus. Adm. 367.

471. Computer Simulation/(3).W.

A study of simulation and associated techniques with examples of simulation models as they apply to business and economics. Prerequisite: Bus. Adm. 367

or Math 352, and at least two courses in Statistics. (By permission only.)

475. Managerial Decision Making/(3).W;S.

Management problems and methods involved in the operation of business institutions, including human resources, budgets, and organizational structure. The case method is applied heavily, with emphasis on oral and written communication. Prerequisite: Senior standing or permission of instructor.

477. Social Responsibilities of Management/(3).F.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: Senior standing.

480. [481] Principles of Life Insurance/(3).W.

An introductory study of life insurance. Prerequisite: Bus. Adm. 400 and Econ. 203.

481. Seminar in Business Administration/(3). On demand.

482. Principles of Property and Casualty Insurance/(3).S.

Important property and casualty coverages; their application to business and personal risks.

485. Principles of Real Estate/(3).W;S.

The course covers the following areas: economics of real estate; legal instruments used in real estate transactions; the real estate market; the real estate business; and the public and real estate activities. Prerequisite: Bus. Adm. 400 and Econ. 203.

Graduate Courses

501. Corporation Finance/(3).W.

An intensive survey of the instruments and procedures of corporate finance. The internal and external sources of funds available to a business and corporate capital structures are analyzed. Mergers, recapitalizations, and intercorporate structures are discussed. Prerequisite: Bus. Adm. 458.

502. Marketing Management/(3).F.

Problems involving marketing organizations and methods with emphasis upon functions, institutions, and channels and their relationship to the consumer. Prerequisite: Bus. Adm. 320 or equivalent. *Staff.*

503. Advanced Business Law/(3).W.

Law as it applies to the everyday business transactions of individuals and the organization and operation of a business enterprise. *West.*

515. Business Management/(3).S.

Background, principles, techniques, and basic problems of business management; budgeting and purchasing policies; emphasis on, interdependence and interrelationship of management activities and functions.

516. Personnel Administration/(3).S.

Problems and practices in personnel management.

548. Independent Study/(1-6).

F;W;S;SS.

DEPARTMENT OF BUSINESS, ECONOMIC, AND
OCCUPATIONAL EDUCATION

Orus R. Sutton, Chairman

The objective of the Department of Business, Economic, and Occupational Education is to aid students in becoming effective business, economic, and occupational teachers at all educational levels.

The Bachelor of Science degree in economics and business, with teacher certification, has the following requirements:

Business Education	102, 103, 104, 302, 303, 403, 404, 405, 465
Accounting	204, 205, 206, and 306 or 452
Bus. Administration	315, 320, and 400
Economics	201, 202, 203

In addition to these requirements, a student must choose one of two options for certification by completing the indicated requirements:

OPTION I —Comprehensive Business Certification

Requirements: Bus. Ed. 201, 202, 203, 304, 305; 3 hours of electives in the College of Business in courses numbered 300 or above.

OPTION II—Basic Business Certificate

Requirements: Bus. Ed. 106, Bus. Adm. 380, Bus. Adm. 321, 6 hours of electives in the College of Business in courses numbered 300 or above.

MASTER OF ARTS

The Master of Arts degree in economics and business consists of 54 quarter hours, including Business Education 500; a course numbered 500 or above in marketing or finance; Business Administration 515; and a course numbered 500 or above in economics; 24 quarter hours selected with the approval of the graduate advisor; and a minor in secondary or junior college education.

MINOR IN OFFICE ADMINISTRATION

Economics 200 and 21 hours in office administration courses, of which 12 hours must be from courses numbered 200 or above.

COURSES OF INSTRUCTION IN BUSINESS, ECONOMIC, AND
OCCUPATIONAL EDUCATION

(For a description of the notation used in the following list of courses, see p. 153.)

101, 102-103. Typewriting/(3,3-3).
F;W;S.

The typewriting keyboard and theory. Students who have completed successfully one semester of typewriting or equivalent are not eligible to register for 101. Recitation and laboratory five hours.

104. Mathematics for Business
Decisions/(3).F;W;S.

The fundamental processes of mathematics and their application to common practices. Available to freshmen and to upperclassmen by permission.

105. Elements of American Business/
(3).F;W;S.

The relationship and responsibility of business to its economic, social, and political environment. Available to freshmen only.

106. Personal Finance/(3).F;W;S.

Management of personal finances, budgeting, savings, insurance, stocks and bonds, and real estate. Available to freshmen and sophomores only.

201, 202-203. Shorthand/(3,3-3).
F;W;S.

Mastery of principles of Gregg Shorthand and ability to take dictation. Students who have completed successfully one semester of shorthand or equivalent are not eligible to register for 201. Recitation five hours.

248. Independent Study/(1-6).
F;W;S;SS.

300. Typewriting/(3).SS.

A terminal course in the use of typewriter and duplicating machines for non-

business students who have had no previous typewriting. Recitation and laboratory five hours.

302. Business Communications/(3).F;W;S.

Study of basic principles, elements, and practices underlying all communication. Particular attention is given to the thinking and creative processes involved in problem solving and effective writing. Emphasis is on the psychology, planning, and writing for business.

303. Office Machines/(3).F;W;S.

Practice in the use of common office machines. Prerequisite: Typewriting and Accounting.

304. Advanced Shorthand/(3).W.

Ability to take rapid dictation and transcribe it is developed. Prerequisite: Bus. Ed. 202-203. Recitation and laboratory five hours.

305. Advanced Shorthand/(3).S.

Advanced study of shorthand dictation and transcription. Prerequisite: Bus. Ed. 202-203.

312. Office Procedure and Performance/(3).S.

A study of office functions, services, procedures, and techniques for supervision and administration.

348. Independent Study/(1-6).F;W;S;SS.

381. Special Topics in Bus. Ed./(1-6). On demand.

403. Cooperative Office Education/(3).F;W;S.

Actual work in an office. Group conferences to be arranged. (By permission only.) Prerequisite: Bus. Ed. 103 and 303 or equivalent.

404. Principles of Occupational Business Education/(3).W;S.

A study in the curriculum, current problems and other interrelated factors in vocational business education. (By permission only.)

405. Teaching the Non-Skill Business Courses/(3).F;S.

A study of the use of various teaching aids and successful methods used in the teaching of the basic business subject. (By permission only.)

441. Special Projects/(1-6).F;W;S.

Individual or group supervised experiences in selected areas of business and/or economics. Offered on demand and with approval of the chairman.

451. Office Management/(3).W.

A study of principles of scientific management as they relate to the office.

465. Data Processing for Business Educators/(3).F.

A survey course covering an introduction to manual, mechanical, punched card and computer business data processing for business educators.

481. Seminar in Business Education/(3). On demand.

Graduate Courses

500. Bibliography and Research/(3).F.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Sutton.*

505. Current Problems in Business Education/(3).F.

Problems in organizing and administering business education programs. *Riner.*

506. Instruction in the Secretarial
Subjects/(3).S.

Trends and research in the teaching of shorthand, typewriting, and related subjects. *Tully*.

507. Instruction in the Basic Business
Subjects/(3).S.

Objectives, organization of the curriculum, instructional materials, and methods of instruction of the basic business subject. *Riner*.

508. Business Report Writing/(3).F.

A study of principles and practices of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts, their illustrations and applications. Attention is given to the creative and functional aspects in understanding the problems, gathering and organizing data and presenting reports for management, employees, and the public. *Tully*.

512. Materials, Methods, and Equip-
ment in Business Education/(3).SS.

Investigations and demonstrations of re-

cently developed materials, methods, and equipment used in teaching the business subjects in secondary schools. Offered as workshop on demand. *Staff*.

517. Educational Innovations in
Accounting/(3).SS.

A study of the changes of the philosophy and policies of accounting and innovative methods in teaching. *Sutton*.

520. Business and Economic Educa-
tion for the Disadvantaged/(3).W.

A study of the disadvantaged, their environment, habits, motives, and values; and how to help them solve their problems through business and related fields.

521. Methods of Developing
Economic Concepts/(3).S;SS.

A study of basic economic concepts and how they can be developed by students of economics and related fields.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/(6).
F;W;S.

DEPARTMENT OF ECONOMICS

Dean A. Dudley, Chairman

The objectives of the Department of Economics are to develop an understanding of the theories of economic behavior, both human and institutional; to develop the necessary analytical skills for economic problem solving; and to acquaint the student with current economic problems and alternative economic policy considerations.

A Bachelor of Science in Business Administration degree (BSBA) with a major in economics has the following requirements:

Economics 302	Macroeconomics	3
Economics 307	Money & Banking	3
Economics 310-311	Microeconomics	6

Bus. Adm. 320	Marketing	3
Bus. Adm. 458-459-460	Finance	9

These courses are in addition to the core requirements for the BSBA: Economics 201-202-203, Accounting 204-205-206, and Business Administration 375-376. Each student must take an additional 27 hours of electives in accounting, business administration, and/or economics in courses numbered 300 or above, with at least nine hours being in economics.

BACHELOR OF ARTS DEGREE

Students may earn a Bachelor of Arts degree in economics by completing the following requirements, in addition to the general education requirements:

Economics 201-202-203	9 hours
Economics 302	3 hours
Economics 307	3 hours
Economics 310	3 hours
Economics 375-376	6 hours
Acct. 204-205-206	9 hours
Electives in economics, accounting, and/or business administration at least 300 or above, with at least 18 hours in economics.	27 hours
TOTAL	60 hours

MINOR IN ECONOMICS

A minor in economics leading to a baccalaureate degree consists of Economics 201, 202, 203, 302, 310, and six quarter hours of electives in economics or business administration.

ECONOMICS FOR SOCIAL SCIENCE MAJOR

For the curriculum for a major in social science and concentration in economics leading to the Bachelor of Science degree and teacher certification see page 178.

COURSES OF INSTRUCTION IN ECONOMICS

(For a description of the notation used in the following list of courses, see p. 153.)

200. General Economics/(3).F;W;S.

A survey course of elementary economics designed for non-business and non-social studies majors who plan to take only one course in the field. A brief treatment of the production and distribution of wealth in society, money and banking, the organization of business, and international trade. Credit will *not* be given for both 200 and 201.

201-202-203. Principles of Economics/(3-3-3).F;W;S.

A study of the present-day economics system; demand and supply, prices and costs; wages, rent, interest and profit; business cycles; money, banking, and the Federal Reserve System; international trade; and a comparison of Capitalism, Socialism, Communism, and Facism. Credit will *not* be given for both 200 and 201.

248. Independent Study/(1-6).
F;W;S;SS.

302. Macroeconomics Analysis/(3).
F;W;S.

An analysis of the nation's income, output, employment, and general price level. Prerequisite: Econ. 201-202-203.

303. Labor Economics/(3).W.

Position of the laborer and some of his problems in our industrial society. Prerequisite: Econ. 201-202-203.

305. International Economics/(3).W.

International trade and the theory of comparative advantage are studied. Special attention is given to free world trade, the economic development in other countries, and to groupings as in the European Economic Community. History and problems of United States foreign trade policy are discussed. Prerequisite: Econ. 201-202-203.

306. Current Economic Problems/
(3).S.

Discussion of current economic problems of society, economic aspects of proposed legislation, background causes of current problems, and discussion of suggested solutions. Prerequisite: Econ. 201-202-203.

307. Money and Banking/(3).F.

How money and credit instruments are issued and secured, structure and effects of commercial banking and the Federal Reserve System, impact on monetary and fiscal policy. Prerequisite: Econ. 201-202-203.

310 [301]-311. Microeconomic
Analysis/(3-3).F;W;S.

An intermediate course in economic theory with emphasis on the theory of consumer behavior, price theory and resource allocation. Prerequisite: Econ. 201-202-203.

348. Independent Study/(1-6).
F;W;S;SS.

375-376 [456]. Business Statistics/
(3-3).F;W;S;SS.

See Bus. Adm. 375-376.

380. Economic Development/(3).F.

An examination of the institutional background necessary for national economic growth. An introduction to theoretical models of growth. Prerequisite: Econ. 201-202-203.

381. Special Topics in Economics/
(1-6). On Demand.

403. Competition and Monopoly/
(3).S.

A study of imperfectly competitive markets, the economic and legal issues which

they raise, and the policy solutions which have been attempted in the United States. Prerequisite: Econ. 201-202-203.

452. Comparative Economic Systems/(3).W.

A critical analysis of the theory and practice of the economic systems of Capitalism, Communism, Socialism, and Facism. Prerequisite: Econ. 201-202-203.

453. Economic Fluctuations/(3).F.

An analysis of the causes, consequences, forecasting, and control of syclical fluctuation. Prerequisite: Econ. 201-202-203.

455. Public Finance and Taxation/(3).F.

Government revenues, expenditures, budgets, and financing taxes; shifting and incidence of taxation, public debts and economic effects of government monetary and fiscal policies. Prerequisite: Econ. 201-202-203.

475. Econometrics/(3).S.

Identification, measurement, and interpretation of demand, production, cost, and consumption relationships. Simple and multiple regression will be applied to time series and cross sectional data. Prerequisite: Econ. 375-376, or equivalent.

481. Seminar in Economics/(3).

On Demand.

An extended investigation of some specific topic with a view to giving training of research and studying intensively some subject in the field of economics. Prerequisite: Econ. 201-202-203.

Graduate Courses

502. Economic Problems of Developing Countries/(3).S.

An analysis of the economic problems of current importance in developing nations. Prerequisite: Econ. 201-202-203.

516. Economic Analysis/(3).F.

An examination of the actual operations of the American economy and an analysis of the findings in terms of economic theory. (By permission only.)

518. Monetary Theory/(3).S.

The development of theories of money and its value. Controversy over the quantity theory. The role of interest rates. Policy implications. Prerequisite: Econ. 307.

520. Advanced Micro-Theory/(3).W.

A rigorous treatment of the theory of consumer behavior and the theory of the firm under alternative competitive conditions. Prerequisite: Econ. 310-311.

548. Independent Study/(1-6).

F;W;S;SS.

551 [501], 552. History of Economic Thought/(3).F;W.

Origin, development, and meaning of current conflicts in economic theory. A study of merchantilist, classical, neo-classical, and Keynesian economics. Prerequisite: Econ. 201-202-203.

556. Linear Programming and Input-Output Analysis/(3).W.

An examination of linear programming and input-output analysis, with applications in economics and business. Prerequisite: Econ. 302, 310-311.



The College of Education

THE COLLEGE OF EDUCATION

Ben H. Horton, Dean

The College of Education has primary responsibility for the preparation of young men and women as elementary teachers, secondary teachers, teachers in special subject areas, librarians, reading specialists, supervisors, audiovisual directors, counselors, teachers for higher education, and administrators for the public schools and institutions of higher education.

DEPARTMENTS

The College of Education consists of the Departments of Administration and Higher Education, Childhood Education, Counselor Education and Reading, Educational Media, and Secondary Education.

The College of Education offers the Bachelor of Science degree with teacher certification in the fields of elementary education, library science, and special education in the area of mental retardation. The Bachelor of Science degree with teacher certification may also be earned in each of the following fields: art; biology; chemistry; economics and business; English; French; health and physical education; history; home economics education; industrial arts; mathematics; music; physics; Spanish; speech; science with concentration in biology, chemistry, earth science, or physics; social science with concentration in geography, political science, sociology and anthropology, or economics.

The College of Education has the responsibility for administering the program leading to the Bachelor of Technology degree. This program is for selected graduates of technical institutes and community colleges in business and engineering technology. It does not lead to teacher certification.

BACHELOR OF SCIENCE DEGREE
(with teacher certification)

To earn the Bachelor of Science degree with teacher certification, it is necessary that the following requirements be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.
3. Demonstration of proficiency in reading, speech, and written English. The candidate for a teaching certificate must take Speech 101.
4. Completion of a major consisting of 36 to 85 quarter hours from one of the fields listed below:

Art	Music
Biology	Physics
Chemistry	Science, with concentration in
Economics and Business	Biology, Chemistry, Earth
Elementary Education	Science, or Physics
English	Social Science, general or with
French	concentration in Geography,
Health and Physical Education	Political Science, Sociology
History	and Anthropology, or Economics
Home Economics Education	Spanish
Industrial Arts	Speech
Library Science	Special Education-Mental
Mathematics	Retardation

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and have at least a 2.00 grade-point average on all work at Appalachian in the major. With the exception of the science and social science major, specific requirements for each major preface the list of courses offered by the department. Requirements for the interdepartmental majors of science and social science are given on pages 177 and 178.

5. Completion of professional education requirements as follows:

Childhood Education 301, 302, 303 or Secondary Education 304, 305	6 or 9*	q.h.
Psychology 301, 302, 303	9	q.h.
Methods course or courses	3-9*	q.h.
Childhood Education 404, 405, or Secondary Education 404, 407	15	q.h.

Total 33-42*

*Additional courses in education are required for elementary education and special education majors. See the statement on the requirements for these majors.

6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.
10. Take the Common Examination and the Teaching Area Examination, if available in his field, of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

A candidate for a North Carolina teaching certificate must meet the standards of the "approved program."

BACHELOR OF TECHNOLOGY DEGREE

The Bachelor of Technology degree is offered for a limited number of selected graduates of technical institutes and community colleges. To be eligible for consideration for admission to this program, one must hold the Associate in Applied Science degree in business or engineering technology from a technical institute or community college. Applicants must submit 1) evidence that they have mastered the basic technical skills in their areas, 2) an endorsement by the occupational director or dean of the community college or technical institute and 3) a statement from the president of the institute or community college that they are persons whose mastery of skills and personal qualifications are such that they might reasonably be expected to become successful teachers of technical or vocational subjects. Applications should be directed to Admissions Officer, Appalachian State University.

To earn the Bachelor of Technology degree, it is necessary that the following requirements be met:

1. Completion of at least 90 quarter hours at Appalachian with a grade-point average of at least 2.00.

2. Completion of the following general education requirements:

Two courses in literature	6 q.h.
One course from Art 217, English 217, Music 217, or Speech 217	3 q.h.
One course in Philosophy or Religion	3 q.h.
History 101, 102, or History 103, 104	8 q.h.
Psychology 201	3 q.h.

Total 23 q.h.

3. Demonstration of proficiency in reading, speech, and written English.

4. Completion of an area of specialization consisting of a minimum of 18 quarter hours. The courses in the area of specialization are chosen with the approval of the student's advisor from departments whose offerings are related to the student's field of interest. Courses from economics and business are chosen by the student in business technology. The student in engineering technology will choose from the courses in industrial arts, the physical sciences, and mathematics. The student must have at least a 2.00 grade-point average on all work in the area of specialization.

5. Completion of professional education requirements as follows:

Secondary Education 304, Administration and Higher Education 306, 495, 497	12 q.h.
Psychology 301, 302, 303	9 q.h.
Administration and Higher Education 496	15 q.h.

Total 36 q.h.

6. Completion of 13 quarter hours of electives. If the student has not had a year of a natural science at the two-year institution, he must take a year (9 q.h.) of a natural science at Appalachian.

7. Completion of residence requirements.

8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.

9. Recommendation of the faculty.

10. Take the Common Examination and the Area Examination of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

ADMISSION TO THE COLLEGE OF EDUCATION AND TO THE TEACHER EDUCATION PROGRAM

To be admitted to the College of Education and to the teacher education program a student must have:

1. Completed at least 90 quarter hours
2. A quality-point ratio of at least 2.00
3. Completed
 - a. English 100, 110, 120
 - b. Six hours of literature
 - c. History 101, 102 or 103, 104
 - d. Speech 101
 - e. Mathematics 101 or 107
 - f. A year of natural science
 - g. Three quarter hours of physical education activity courses
4. Demonstrated proficiency in reading, speech, and written English.
5. Been accepted by a department as a major in that department.
6. A recommendation from the chairman of the department in which the student is majoring.
7. A recommendation from the Dean of Student Affairs that the student has no health, personality, or citizenship deficiency detrimental to the welfare of pupils

PROFICIENCY REQUIREMENTS AND SCREENING

All students who are candidates for teacher certification must pass proficiency tests in reading, speech, and written English. These tests are given during the freshman and/or sophomore years. Transfer students in teacher education also must pass these tests.

The Associate Dean of the College of Education will be responsible for checking the student's proficiencies and notifying students who are non-proficient. The non-proficient student will be informed by letter that he is eligible to be accepted into the teacher education program—on conditional status—until the beginning of his *eighth quarter*, at which time he must have passed the proficiency test or be enrolled in the appropriate course(s) to become proficient. A student who ha

not completed his proficiency requirements by the *beginning of his ninth quarter* will not be allowed to continue in the teacher education program. (He may appeal his situation to the Dean of the College of Education.) Only students who have completed their proficiencies will be allowed to enroll in student teaching.

PROCEDURE FOR APPLYING TO THE COLLEGE OF EDUCATION AND TEACHER EDUCATION PROGRAM

1. Between the fourth and sixth weeks of the student's sixth quarter the student's check sheet will be transferred from the General College to the chairman of his proposed academic department.
2. The chairman of the academic department will be responsible for processing the application for admission into the department and submitting, when approved, an initialed copy of the student's check sheet to the Associate Dean of the College of Education.
3. The appropriate department in the College of Education will be responsible for processing the application for admission into the teacher education program. The student will be notified by mail of his acceptance (or rejection) and asked to complete an enclosed application form. The application must be completed and returned to the appropriate department in the College of Education.

STUDENT TEACHING

Beginning with the ninth quarter and extending through the twelfth, each student who is taking a program leading to teacher certification is expected to do student teaching for one quarter in the field for which he has been preparing. This work will consist of full-time teaching under the guidance of a competent and experienced teacher. The student will spend full time in the school where he does his student teaching, and his formal teaching load will be gradually increased until he has an opportunity to carry from one-half to all the teaching load of his supervising teacher. Student teaching provides the student professional laboratory experience in the same activities in which the regular teacher engages. In addition to the regular classroom teaching activities, the student will experience and share in the extra-curricular activities of the school, community activities, professional activities such as faculty meetings, routine activities such as making reports, and meeting and working with parents.

The assignment of a student to a particular school or laboratory situation will be based upon the needs, interests, and abilities of the individual student and the characteristics of the particular school.

Student teaching assignments in off-campus schools will conform to the local schedule with reference to the Thanksgiving, Christmas, and Easter holidays.

CONDITIONS PREREQUISITE TO STUDENT TEACHING

The following requirements must be met prior to student teaching:

1. Application must be filed not later than the last day of fall quarter preceding the school year, September 1 to August 31, in which the student expects to do student teaching.
2. A student who has applied for student teaching, and has been officially checked by the Registrar as having a 2.00 both in his overall program and major field (and is eligible in all other respects), will be unconditionally placed. Any others who may be tentatively placed must have a grade-point average of at least 2.00 both in his overall program and major field by the end of the quarter immediately preceding student teaching.
3. A student must have the recommendation of his academic advisor and the approval of the chairman of the department in which he is majoring. A student who is planning to graduate in three calendar years may register for student teaching in the ninth quarter.
4. *Elementary, kindergarten, or special education majors*—A student must have the approval of the Chairman of the Department of Childhood Education. Prior to student teaching, elementary majors must have completed Childhood Education 302 and 303, Counselor Education and Reading 310, Childhood Education 401 or 402, and 403, and Psychology 301 and 302. Childhood Education 301 and Psychology 303 may be taken prior to or following student teaching but is a requirement for graduation.
5. *Secondary majors*—A student must have the approval of the Chairman of the Department of Secondary Education. Prior to student teaching, secondary majors must have completed Secondary Education 305, the required methods course, and Psychology 301 and 302. Secondary Education 304 may be taken prior to or following student teaching but is a requirement for graduation. A student may qualify under either the elementary or secondary requirements if he is a major in a special subject (art, health and physical education, library science, or music).
6. Each applicant must agree to student teach full time for one quarter.

TEACHER CERTIFICATION

For a regular Class A Certificate in North Carolina, a candidate must make a composite minimum score of 950 on the National Teacher Common examination and the teaching Area Examination. When a teaching area examination is not available, a minimum score of 475 on the Common Examination is required for a regular Class A Certificate. A candidate who makes a minimum composite score of 875 on the National Teacher Common Examination and the Area Examination will be given probationary certification for one year. When a teaching Area Examination is not available, a minimum score of 425 on the Common Examination is required for probationary certification for one year. No certification is issued to an applicant who fails to make the minimum scores as are herein stated.

For certification in a new field the State Department of Public Instruction has issued the following guidelines. "A candidate must meet all requirements for the Class A Certificate (and below) on rating involved and in addition attain the required minimum composite score on a combined common examination and the appropriate teaching area(s) examination. *When adding a new field at the same level of the certificate already held, only the examination (if available) in the new field is required (e.g., one holding a social studies certificate and desiring to add the subject English will be required to meet the minimum score of 475 in the area of English). If an examination is not available in the new field, the score requirement is not applicable.* Seeking a change in certificate will in no way affect the presently held certificate or rating. The composite score provision is not applicable to the graduate and advanced certificates. As indicated in the score table above, a minimum score is required on each part of the examination."

All transcripts showing that the student is qualified for a teaching certificate bear this notation:

"This is to certify that (name) has satisfactorily completed the regular National Council for Accreditation of Teacher Education accredited program of this institution for the preparation of teacher and that (he or she) is specifically prepared to teach (subject). This applicant has met all other appropriate standards of this institution which are required for full recommendation for teaching."

INTERDEPARTMENTAL MAJORS LEADING TO TEACHER CERTIFICATION

CURRICULUM IN SCIENCE

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107 and 111 or Mathematics 111 and 112;

Biology 101-102-103; two of the following three sequences: Chemistry 101-102-103; Physics 101-102, 103 or 150-151, 152; Geology 101-102-103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204, 205, 206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102-103; Physics 101-102, 103.

A concentration in chemistry includes Chemistry 101-102-103, 201, 210, 301, 404, and 17 quarter hours selected from other chemistry courses; Mathematics 111-112-211-212-213; Physics 101-102, 103 or 150-151, 152.

A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and ten hours of electives in physics; Chemistry 101-102-103; Mathematics 111-112-211-212-213, 311-312-313.

A concentration in earth science includes Geography 215, 230 [311], 240 [216], 310, 311, 312, and Geology 311, 313, 341, and 16 hours of electives; plus either Chemistry 101-102-103 or Physics 101-102, 103.

CURRICULUM IN SOCIAL SCIENCE

A major in social science leading to the Bachelor of Science degree and teacher certification consists of 87 quarter hours in social science including general education requirements in social science. This must include 33 quarter hours in history including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. The social science major must complete Geography 101, 102, 103; Political Science 200, 201, 203; Sociology 201, 203, and Anthropology 210; and Economics 201, 202, 203. In addition, the social science major may complete a concentration of at least an additional 18 quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, 18 hours of electives in social science will replace the 18 hours of concentration.

A concentration in geography of the social science major must include Geography 221 [203], 230 [311], 240 [216], and nine approved quarter hours. The person taking a concentration in geography will take Geology 101, 102, and 103 to satisfy the general education requirement in natural science.

A concentration in political science of a social science major must include Political Science 200, 201, 203, at least one course in each of the following areas of political science: Political Theory; International Relations or Comparative Government; The Political Process; Public Law and Judicial Behavior or Advanced American Government or Public Administration. The remaining 6 hours are electives.

A concentration in sociology and anthropology of the social science major must include Sociology 205, 302, and twelve quarter hours of electives in sociology and anthropology.

A concentration in economics of the social science major must include Economics 302, 310-311, and nine quarter hours of economic electives.

COURSES OF INSTRUCTION

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in parentheses after the course title indicates the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

Nathaniel H. Shope, Chairman

The Department of Administration and Higher Education is responsible for organizing and providing instructional programs leading to certification of per-

sonnel for administrative and supervisory positions in education, organizing and providing related courses, programs, and services designed to meet the needs of administrative and supervisory personnel in elementary and secondary schools and in higher education, and organizing and providing programs and services designed in cooperation with schools or other agencies relating to any areas of improvement and progress in educational institutions. The department also provides advisory and administrative services essential to the effectiveness of its program.

The Master of Arts degrees are offered in several areas of the two-year college programs and in public school administration and supervision. The Educational Specialist degree is offered in Educational Leadership and Higher Education. The areas of concentration in the specialist's degrees are administration, supervision, curriculum, reading, educational media, guidance-counseling, developmental studies, and adult education.

COURSES OF INSTRUCTION IN ADMINISTRATION AND HIGHER EDUCATION

(For a description of the notation used in the following list of courses, see p. 179).

306. The Technical Institute/(3).W.

A background in the philosophy, goals and purposes of vocational and technical programs in postsecondary institutions. Emphasis is placed on the role of the technical institute.

organization, student-instructor planning, methods of teaching manipulative skills and related information, shop laboratory safety, and evaluation.

348. Independent Study/(1-6).

F;W;S;SS.

**496. Student Intern: Occupational
Programs/(15).W.**

A full-time teaching internship for one quarter under the supervision of experienced personnel in a community college or technical institute.

**490. Education of the Disadvantaged/
(3).W;SS.**

A study of the educational needs of the disadvantaged child. Consideration is given to identification, curriculum, methods of teaching, and materials. The course is designed for administrators and instructional personnel.

**497. Seminar on the Technical Insti-
tute/(3).S.**

Discussion and analysis of the problems, research, and recent trends in the technical institute.

**495. Teaching in the Occupational
Programs/(3).F.**

A study of effective methods and techniques of teaching vocational and technical subjects. Attention is given to class

Graduate Courses

**501. Public School Administration/
(3).F;SS.**

A study of basic structure, organization, and administration of American public

education; the role of the various agencies and administrative personnel; financial support; special problems. Prerequisite: three years' teaching experience. *Hooks, Shope.*

502. Organization and Administration of the Secondary Schools/
(3).F;SS.

A study of secondary education and administration, research, curriculum, schedule making, opening and closing of school. Prerequisite: three years' teaching experience. *Hooks, Durante.*

503. Problems of the Public School Administrator/(3-6).SS.

A study of the practical problems involved in administering the public schools. Prerequisite: three years' teaching experience. *Randall, Shope.*

504. Organization and Administration of the Elementary School/
(3).W;SS.

A study of the role of the administrator in modern elementary education. Prerequisite: three years' teaching experience. *Hooks, Durante.*

505. Supervision of Instruction/
(3).S;SS.

A study of the nature and function of supervision, recent trends, teacher participation in policy formation, the organization and planning of supervision. Prerequisite: three years' teaching experience. *Hooks, Durante.*

506. Curriculum Construction/(3).
F;S;SS.

A study of principles, effective practices, and techniques appropriate for overall curriculum planning. *Hooks, Durante, Randall.*

512. Organization and Administration of the Middle/Junior High School/
(3).F;SS.

A study of the organization and administration of the middle and junior high school programs. Overview of the function of these schools in American education. *Durante, Hooks.*

517. School Supervision/(3).SS.

This course is planned for students preparing for positions as general county and city supervisors. *Shope, Reynolds.*

518. Public School Finance/(3).S;SS.

A study of educational theory and operating principles which will contribute to the understanding of the nature of problems of public school finance. Prerequisite: Three years' teaching experience. *Shelton.*

525. Problems in Educational Administration/(3-6).F;W;S.

A study of current trends, issues, and problems related to the organization and administration of the instructional program. The course is designed for school administrators and other present and prospective educational leaders. May be offered as a six-hour field study. *Shelton.*

535. Philosophy of Education/
(3).F;SS.

Current educational issues and decisions are analyzed from the viewpoint of the philosophical bases which may underlie them. *Miller, Shelton.*

542. The Community/Junior College/
(3).F;W;S;SS.

An analysis of the two-year college. Emphasis is given to a study of characteristics and roles of personnel and programs within the various types of public and private community/junior colleges. *Morgan, Moore, Cooper.*

543. Organization and Administration of the Community/Junior College/ (3).SS.

A study of the various types of two-year colleges and how they are administered at the state and local levels. Emphasis is placed on North Carolina's community colleges. *Harris, Morgan.*

544. Seminar on the Community/Junior College/ (3).F;W;S;SS.

Discussion and analysis of the problems, research and recent trends in the community/junior college. *Cooper, Moore, Morgan.*

545. Practicum in College Teaching/ (3).F;W;S.

Supervised experience in college teaching. Open only to graduate assistants and graduate fellows. *Cooper, Moore.*

547. Social Foundations of Education/ (3).F;SS.

The purpose of the course is to acquaint students with the role of the school in relation to its social setting and organization. *Shope.*

548. Independent Study/ (1-6). F;W;S;SS.

549. School Building Planning/ (3).W;SS.

Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical housekeeping and maintenance programs. *Reynolds, Shope.*

550. Master of Arts Thesis/ (6). F;W;S;SS.

552. Supervision of Instruction in the Community/Junior College/ (3).SS.

Organization and planning of supervision, the development of skills in cooperative planning, and the evaluation of activities for the college student. *Cooper, Morgan.*

553. Planning the Community/Junior College/ (3).S.

Analyzing communities and determining aims and objectives in planning curricula in general education and vocational education for the community/junior college. *Harris, Moore.*

560. School Law/ (3).W;SS.

The purpose of the course is to analyze the fundamental principles underlying the relation of the state to education and to reduce to systematic organization the principles of the case or common law which are applicable to practical problems of school organization and administration. The course will also consider the duties and responsibilities of personnel in the school system. *Shelton.*

563. The Adult Learner/ (3).F;SS.

A study of the characteristics of adults as learners. Special attention is given to a review of research on adult learning and to the role of the adult educator as a facilitator in the learning process. *Moore, Morgan.*

574. Internship in Community/Junior College/ (3-6).F;W;S.

Supervised experience in a community/junior college or technical institute for students planning to be employed in one of these educational institutions. *Staff.*

575. Internship in Educational Administration/(6).F;W;S.

Leadership and management experiences under the direction of competent principals, supervisors, superintendents or other appropriate administrators. *Staff.*

581. Programs for Adult Education/(3).F;SS.

A study of the procedures employed in the development, operation and evaluation of adult education programs. *Moore.*

584. College Finance and Business Management/(3).F;W;S.

A study of financial and business management principles as related to higher education. Emphasis is given to sources of funds, budgeting, purchasing and financial accountability in higher education. *Morgan.*

585. Computer Applications in Educational Administration and Finance/(3).S;SS.

An investigation of the use of packaged programs related to administrative problems; e.g., scheduling, registration and student records and their use in facilitation of innovation in instruction. In addition to the examination of pre-packaged software, the course will consider the design of systems for unique local situations. *Staff.*

586. Computer Applications in Instructional Programs/(3).S.

An overview of computer-assisted instructional programs and learning theories related to the development of such programs. *Staff.*

588. Method and Process in Community Relations/(3).F.

Analysis of the interactive process within and between groups, emphasizing the

formation and functioning of groups, development of skills essential for effective leadership, techniques of school-community relations. Attention is given to parent contacts, citizen participation, press, radio, television, printed materials, and other media. *Shope, Hooks.*

589. Developmental Studies in the Community/Junior College/(3).W;SS.

A study of the role of developmental studies programs in the community/junior college. Special emphasis is given to characteristics of students and approaches to instruction. *Moore.*

590. Seminar in Adult Education/(3).S;SS.

This course provides opportunities for students to examine current issues and problems in adult education. *Moore, Morgan.*

601. Seminar in Educational Leadership/(3 or 6).F;S. *Shope.*

618. Seminar in Finance and Taxation/(3).F;SS.

Advanced studies in taxation, statutory programs for school support, budget making, fiscal management and business operation of school systems. *Shope.*

625. Advanced Problems in Educational Administration/(3-6).F;W;S.

Open to sixth-year students only. *Shelton.*

648. Independent Study/(1-6).F;W;S;SS.

649. Seminar in Facilities and Maintenance/(3).S;SS.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the

community, factors in the selection of sites, architectural and contractual services. *Reynolds, Shope.*

660. Seminar in Legal Problems in Education/(3-6).S;SS.

Legal bases for organizing and conducting public and private school systems, statutes and court decisions affecting educational functions. *Shope.*

674. Internship in Higher Education/(3-12).F;W;S;SS.

Supervised experience in a college or university for students planning to be employed in one of these types of educational institutions. *Staff.*

675. Internship in Educational Leadership/(6-12).F. *Staff.*

682. Adult Education Agencies/(3).F.

Identification and analysis of agencies offering adult education. Emphasis is given to the organization, administration and purpose of adult education in these agencies. The relationships among adult education agencies is also considered. *Moore.*

683. Post-Secondary Technical and Vocational Education/(3).W;SS.

A study of the role of technical and vocational education in society. Consideration is given to determining needs for specific training in a given community and developing programs appropriate to meet those needs. *Morgan.*

684. The General Education Program for Higher Education/(3).S;SS.

An overview of general education and its place in post-secondary education. Emphasis is given to building on earlier

educational experiences in constructing a viable college general education program. *Harris.*

686. Higher Education in America/(3).F.

Historical approach to the development of higher education from colonial colleges to the present. *Cooper.*

687. Seminar in College Administration/(3-6).S;SS.

A study of the governance of higher educational institutions. Consideration is given to legal bases, organizational patterns, development politics, administrator and faculty responsibilities. *Harris.*

690. Seminar in Education for the Disadvantaged/(3-6).W;SS.

A study of problems related to education of the culturally different and educationally disadvantaged student and the administrative facet of these problems. Modification in curriculum in the development of compensatory and remedial programs are prime concerns. *Shope.*

691. Advanced Seminar in Adult Education/(3).SS.

This course provides opportunities for students to examine in depth current issues and problems in adult education. *Moore.*

692. Curriculum Development in Adult Education/(3).W.

A study of principles and practices in curriculum development in adult education. Special attention is given to needs assessment and to innovative curricula in adult education. *Moore.*

DEPARTMENT OF CHILDHOOD EDUCATION

Lee F. Reynolds, Chairman

The Department of Childhood Education offers undergraduate and graduate courses leading to degrees in early and late childhood education and in special education. Through its programs of classroom instruction, direct experiences, and advising, the department prepares students for certification in the various curriculum areas and grade levels in elementary schools. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Childhood Education 404.

A student preparing to teach in the elementary school must complete Childhood Education 020, 202, 301, 302, 303, Psychology 301, 302, 303, Counselor Education and Reading 310, Childhood Education 401 or 402, 403 and 405. In the area of specialization he must complete Art 201, 217; General Science 401; Biology 107; Geography 101 and 102 or 103; History 201, 202, 206; Health 101, 401; Library Science 300, 304; Mathematics 104; Music 217, 301-302-303; Physical Education 353; Political Science 201; and an academic concentration in one field. An elementary education major (in consultation with his advisor) may choose an academic concentration from the following areas: art, English, foreign language (French or Spanish), mathematics, music, science, social studies.

A student preparing to teach in the elementary school (4-9) is required to take the Common Examination and the Elementary Education Examination of the National Teacher Examinations. A student preparing to teach in the kindergarten-primary school (K-3) is required to take the Common Examination and the Early Childhood Education Examination of the National Teacher Examinations.

A student preparing to teach special education with emphasis on mental retardation must complete Art 201; Childhood Education 301, 302, 303, 320, 371, 404, 451, 452, 454, 472, 473, 474, 475; Counselor Education and Reading 456; History 206; Music 301-302-303; Physical Education 353; Psychology 301, 302, 303, 460; Sociology 201; and Speech 304, 305. The student is required to take the Common Examination and the area examination in Mental Retardation of the National Teacher Examinations.

The Department of Childhood Education offers graduate courses leading to master's and specialist's degrees in early and late childhood.

The master's degree candidates must complete 54 quarter hours of graduate work. At least 18 of these hours must be in one subject matter field for the intermediate certificate and 9 of the 18 must be in one field for those majoring in the early childhood education area.

Those candidates working on the specialist's degree in early and late childhood must complete 45 quarter hours of graduate credit beyond the master's degree. This program will include 21 quarter hours in professional education, a minimum of 15 quarter hours in one or more subject matter fields for the early childhood certificate, and a minimum of 18 quarter hours in one field for the intermediate certificate. When two fields are involved (4-9 certificate) there should be approximately 27 quarter hours with about an equal amount in each field.

COURSES OF INSTRUCTION IN CHILDHOOD EDUCATION

(For a description of the notation used in the following list of courses, see p. 179.)

020. Remedial Handwriting/(0).W;S.

For students who are not proficient in handwriting.

200. Orientation to Teaching/(3).

F;W;S.

A sophomore practicum for prospective teachers in which the student spends five or more hours a week serving as a teacher's assistant in a school and attends a planned seminar on the campus once a week. Elective — all majors. Offered on a satisfactory-failure basis only.

202. Art in Elementary School/(3).

F;W;S.

A study of the theories and philosophies of art education in the elementary school. Prerequisite: Art 201. Lecture three hours.

248. Independent Study/(1-6).

F;W;S;SS.

301. Public Education in the United States/(3).F;W;SS.

A study of the history of education in the United States and recent innovations in the schools.

302. Curriculum Design of the Elementary School/(3).F;W;S;SS.

A study of trends and design of the curriculum in a modern elementary school, unit construction, communicative skills and social studies instruction.

303. Elementary School Instruction/(3-6).F;W;S.

A junior practicum experience working with teachers and children in an elementary school. Five contact hours will be expected for three quarter hours credit and ten contact hours for six quarter hours credit. A seminar will be held once a week. Offered on a satisfactory-failure basis only.

307. Music in the Elementary School/
(3).W.

Materials and methods in the field of music teaching in the elementary school. Music in the integrated program; emphasis on the creative phases and the development of musicianship; observation of teaching procedures with children. Designated for music majors.

311. Social Studies in the Elementary School/(3).S.

The place of social studies in the elementary curriculum; objectives, instructional procedures, materials, and evaluation criteria.

312. Language Arts in the Elementary School/(3).W.

An understanding of the communication skills—listening, speaking, reading, writing, spelling; a comparison of current methods and materials; an analysis and correlation of basic difficulties and the correlation of language arts with other activities.

320. Introduction to Exceptional Children/(3).F;W;S;SS.

An overview of the various types of exceptional children; impaired and gifted. Emphasis on characteristics, identification, educational programming, and co-operating agencies.

348. Independent Study/(1-6).
F;W;S;SS.

371. Introduction to Mental Retardation/(3).F.

A concentrated study of the individual who is mentally retarded with regard to his characteristics, behavior and his general nature and needs in the home, community and learning environment.

401. Reading on the Primary Levels/
(3).F;W;S;SS.

Deals with the teaching of reading on the primary level. Prerequisites: CE 302 or 303, CR 310; Psychology 301 or 302.

402. Reading on the Intermediate Levels/(3).F;W;S;SS.

Deals with the teaching of reading on the intermediate grade level. Prerequisites: CE 302 or 303, CR 310; Psychology 301 or 302.

403. Mathematics in the Elementary School/(3).F;W;S.

A study of how children develop basic number concepts and learn to perform operations with natural numbers and fractions. Consideration of sequential learning experiences appropriate to each grade level. Prerequisites: CE 302 or 303; Psychology 301 or 302.

404. Student Teaching Special Subjects/(10-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

405. Student Teaching: Elementary School/(10-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter for students who plan to teach in grades 1-8 of the elementary school. The student who wishes to take this course during a summer session must make application to the Director of Student Teaching by March 1.

450. Science in the Elementary School/(3).SS;Ex.

Same as General Science 450.

451. Educable Mentally Retarded/
(3).F;W.

Characteristics and problems of children in the upper levels of retardation. Survey of studies in regard to causative factors, community and educational problems, and diagnosis. Prerequisite: CE 320 or equivalent.

452. Trainable Mentally Retarded/
(3).F;S.

Classification, diagnosis, characteristics, education and care of children in the trainable range of intelligence. Includes a study of institutional care. Prerequisite: CE 451.

454. Curriculum for the Mentally
Retarded/(3).W;S.

Curriculum development at different levels of maturation, organization, planning; adaptation of activities, materials, and methods. Prerequisite: CE 451 or equivalent.

455. Experimental Approaches to the
Education of the Mentally Re-
tarded/(3).W;S.

459. Nursery—Kindergarten
Curriculum/(3).F.

Development and organization of the curriculum with emphasis placed on such areas as communicative skills, science, and social learnings.

460. Psychology of Disability/(3).S.
(Same as Psychology 460.)

461. Nursery—Kindergarten
Instruction/(3).W.

Selecting, planning, and utilizing the materials, methods, activities, and facilities for programs suited to the young child. Laboratory experiences required.

467. Emotionally Handicapped Child/
(3).F;SS.

An introductory course in the education of the emotionally handicapped child. Emphasis will be placed upon the psychological, sociological and educational implications in the education of emotionally handicapped children.

472. Academic Areas for the Excep-
tional Child/(10).W.

A concentrated course dealing with specific teaching techniques of academic subjects for the exceptional child. Academic areas to be covered include arithmetic, reading, art, music, physical activities and recreation, social studies, general health and grooming and therapeutic arts and crafts.

473. Psychological and Sociological
Problems of Exceptional Children/
(3).S.

Deals with cultural, social and intellectual adjustives and educational factors which are relevant to the understanding of etiological and therapeutic problems and issues in special education.

474. Methods and Materials for Ex-
ceptional Children/(3).W.

An intensive study and demonstration course dealing with the interpretation, design, development and implementation of methods and materials which are used in special education.

475. Contingency Management in the
Classroom/(3).F;SS.

An intensive study of the background, procedures and application of contingency management in a learning situation for the exceptional child. It moves from theory and the laboratory into the classroom, home and community.

Graduate Courses

509. Reading and the Mentally Retarded/(3).S.

A study of the techniques in teaching reading to the mentally retarded. For special education teachers only. *Staff*.

513. Teaching the Language Arts/(3).SS.

The course deals with problems in oral and written communications in the elementary school. *Lilly*.

519. Education of the Physically Handicapped/(3).W.

A study of muscle, skeletal, neuromuscular and health impairments and the educational adaptations required. Prerequisite: CE 320. *Winford*.

521. Vocational Planning for the Handicapped/(3).SS.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work training and sheltered workshop programs. *Staff*.

526. Educational and Behavioral Aspects of the Emotionally Disturbed Child/(3).F;SS.

A comprehensive study of the causative factors in emotional disturbance and techniques of behavior modification in the treatment of emotionally handicapped children. (Student cannot receive credit for both CE 526 and Psychology 512.) *Brooks*.

527. Organization and Administration of Special Education/(3).S.

The implementation of special education programs at the national, state, and local levels. Effective public school programming. *Winford*.

530. Education of Gifted/(3).SS.

A survey of educational programs for the gifted including curriculum, methods, and administrative educational adjustments. *Staff*.

532. Evaluation of Exceptional Children/(3).F.

(Same as Psychology 532.)

539. The Middle School Curriculum (Grades 6-9)/(3).SS.

A study of the design of an adequate and effective curriculum for early adolescents. *Robinson*.

546. Elementary School Curriculum/(3).SS.

A study of the elementary school curriculum in modern schools; recent trends in curriculum revision and organization. *Robinson, Round*.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/(6).
F;W;S. *Staff*.

570. Readings and Research in Special Education/(3).SS.

Individual programs of reading or research for students majoring in the education of exceptional children. *Winford*.

572. Internship in Special Education/(9-15).F;W;S.

Supervised experience with handicapped children. *Winford*.

573. In-Service Internship in Special Education/(3-9).SS.

Designed for the master's degree candidate who has had previous successful teaching experience and is working on certification or degree requirements. *Winford*.

613. Language Development/(3).
F;SS.

The normative aspects of speech and language acquisition, application of linguistics and learning theory concepts; communication in lower animals; language and cognition. *Lilly*.

614. Independent Work in Elementary Education/(3-6).F;W;S;SS.

Study, analysis, and evaluation of school-room procedures used in a school or schools with a view to giving experiences in reconstructing educational programs of the elementary school. *Staff*.

615. Advanced Seminar in Elementary Education/(3-6).F;W;S;SS.

Consideration of group and individual investigations in elementary education. *Staff*.

616. Field Study in Curriculum Problems/(3-6).F;W;S;SS.

This is to assist students in developing a conceptual framework based on general system theory for guiding, developing, and evaluating elementary school curriculum improvement. *Staff*.

631. Analysis of the Teaching Process/(3).S;SS.

Examination of the teacher-pupil and pupil-pupil interaction in the classroom

through study of original relevant research in disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of educational objectives. *Staff*.

636. A Survey of Research in Child Development and Its Implication for Teaching/(3).W;SS.

The physiological, sociological, and psychological bases of human behavior with emphasis upon research dealing with the normal school child in his environment. *Staff*.

646. Issues, Trends, and Problems in Elementary Education/(3).F;SS.

Analyses of current practices, problems, and trends in elementary education with emphasis in improved programs. *Round*.

647. Continuous Progress and Non-graded Elementary Schools/(3).W;SS.

A study of materials, techniques, and processes of individualizing instruction in the elementary schools. *Robinson*.

648. Independent Study/(3-6).F;W;S;SS.

DEPARTMENT OF COUNSELOR EDUCATION AND READING

Gerald M. Bolick, Chairman

The Department of Counselor Education and Reading is responsible for organizing and providing instructional programs in counselor education, reading and educational research. The department is responsible also for advisory and administrative functions essential to the effectiveness of the programs.

There are two programs in counselor education: one is designed to meet certification requirements and to prepare students primarily for work in elementary and secondary schools; the other program admits persons without an A certificate who prefer counseling in a community/junior college setting, employment and rehabilitation counseling, mental health centers and pastoral counseling.

The reading program is designed to meet the requirements for a second academic concentration for education majors at the undergraduate level and for graduate certification on the master's level.

The department is also responsible for the coordination of the educational research course offered by the College of Education.

COURSES OF INSTRUCTION IN COUNSELOR EDUCATION AND READING

(For a description of the notation used in the following list of courses, see p. 179.)

100. Developmental Reading/(2). F;W;S.

This course is designed to afford immediate improvement of reading skills and study habits to enable freshmen to carry out the academic requirements of college.

248. Independent Study/(1-6). F;W;S;SS.

310. Foundations of Reading/(3). F;W;S.

This course deals with the nature of the reading process, knowledge and application of basic skills. Required of majors in elementary education.

348. Independent Study/(1-6). F;W;S;SS.

456. Measurement and Assessment/ (3).F;W;S;SS.

Basic course for elementary, secondary and junior college teachers which stresses the construction and use of teacher-made tests.

460. Educational Statistics/(3).F;S;SS. A study of the statistical procedures in education.

463. Reading in the Content Areas/ (3).W;SS. For elementary and high school.

464. Workshop in Teaching Reading/ (3).SS;Ex.

465. Linguistics and Reading/ (3).S;SS.

472. Diagnostic and Remedial Reading I/(3-6).F;W;S. For the classroom teacher. How to locate causes of reading difficulties and prescribe corrective procedures. Prerequisites: CE 401 or 402 or SE 462.

473. Diagnostic and Remedial Reading II/(3).F;W;S. Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: CR 472.

477. Psychological Bases of Reading/
(3).F;SS.

This course is designed to pursue in depth the psychological basis of reading and the reading act, motivation and learning.

478. Theory and Practice of
Guidance/(5).F;W;S;SS.

An introductory study of public school guidance and counseling programs and practices, including purposes, philosophy, organization and other important aspects of a guidance program.

479. Group Methods and Processes/
(3).F;W;S;SS.

A study of group dynamics, experimentation in groups, leadership roles, applicability to other settings.

489. Reading and Communications/
(3).On Demand.

Graduate Courses

500. Research in Education/(3).
F;W;S.

A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts degree in any area in education, industrial arts, library science. *Staff.*

508. Clinical Problems in Reading/
(3-6).W;SS.

Deals with clinical techniques used in the diagnosing and treatment of reading problem. Prerequisite: CR 472, majors. *Farris.*

511. Investigations in Reading/
(3).F;SS.

Investigations are made of the literature and research dealing with the teaching of reading. *Price, Jones.*

514. Psychological and Educational
Testing/(3).F;W;S;SS.

A study of the rationale which underlies group testing with emphasis upon the Standards for Educational and Psychological Tests and Manuals. Prerequisite: CR 460 or permission of the instructor. (Also Psychology 514.) *Staff.*

520. Occupational and Educational
Information/(3).F;S;SS.

Designed to acquaint teachers and counselors with sources and uses of vocational and educational information. *D. Robinson.*

522. Counseling Theory and
Techniques/(3).W;S;SS.

Designed primarily for students certifying in guidance and counseling emphasis on theory and practice. Prerequisites: CR 478, Psychology 450. *E. Harrill.*

523. Organization and Administration
of Guidance Services/(3).On Demand.

Primarily designed for those who desire to study the methods of introducing and establishing a school guidance program. *D. Robinson.*

524. Seminar in Guidance/(3).
F;W;SS.

Each individual will select some phase of guidance work, according to his special interests, for research and study. Prerequisite: Approval of instructor. *Staff.*

538. Supervised Practicum in Counseling/
(3-6).F;W;S;SS.

Practice in the application of counseling techniques. Available primarily for Appalachian State University counseling degree candidates. Credit and setting to be decided upon in consultation with

practicum supervisor. Prerequisite: Approval of advisor. Six quarter hours—two separate quarters—are required by Appalachian State University for the certification program. Three quarter hours for non-certificate program. *Staff*.

540. Guidance Services in the
Elementary School/(3).F;SS.

Designed primarily for those who are preparing to become counselors at the elementary school. Emphasis is given to philosophy, organization, maintenance and use of records, variety and use of tests, play therapy concepts, consultation with teachers and/or parents. *D. Robinson*.

541. Student Personnel Services/
(3).W;SS.

This course is designed for students interested in preparing themselves for college work in a non-instructional capacity. Emphasis is given to philosophy, organization, staffing, and services which comprise adequate student personnel programs: orientation, records, counseling, testing, health, recreation, housing, and placement. *Padgett*.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/(6).
F;W;S;SS.

551. Field Experience in Teaching
Reading/(3 to 9).F;W;S;SS.

Students register only by permission. *Price*.

557. Reading Curriculum:
Organization and Supervision
for Reading Majors/(3).
On Demand and SS.

Students in this course will study reading curriculum designs and design a "curricu-

lum" in reading and study ways and means of implementing and supervising reading programs. Prerequisite: Must have 24 hours in reading or permission of advisor in reading. *Price, Farris*.

558. Teaching of Reading/(3).S;SS.

A study of current practices, materials, and philosophy of teaching reading on all levels. *Price*.

559. Advanced Course in Methods &
Materials in Reading/(3).

On demand and SS.

Students will learn techniques of designing, making, and utilizing instructional materials for specific teaching purposes and methods. Prerequisite: 18 hours in reading and/or permission of graduate advisor in reading. *Culyer*.

561. Evaluation and Assessment in
Reading/(3).SS.

A study and evaluation of select curricula and programs in reading and the planning of a total school reading program. Open only to students specializing in reading, or by permission. *Farris*.

567. Current Literature in Reading/
(3).On demand and SS.

This course will involve both intensive and extensive reading of current periodicals and journals dealing with materials, methods, and theory of current trends and practices in reading. Prerequisites: 18 hours in reading, teaching experience, approval of reading advisor. *Price, Dedmond*.

568. Research Problems in Reading/
(3).F;SS.

In this course students will do research on critical areas of reading. Prerequisite: Open only to reading majors who have 18 hours in reading. *Jones, Price, Farris*.

569. Readings and Research in
Guidance and Student Personnel/
(3).SS.

Individual programs of reading and research for students in guidance and student personnel work. Primarily for students who want advanced credit toward certification. *Harrill.*

571. Seminar in Reading/(3).F.

The seminar is planned to meet the needs of specific groups in reading. Students can register only by permission. *Price.*

587. Statistical Applications in
Education/(3).W;SS.

Statistical methods and analysis as applied to education. A study of measures of reliability, variability, correlation, central tendency, and problems of sampling. *Staff.*

600. Seminar in Research Design/
(3-6).S.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees. *Staff.*

610. Clinical Practicum III,
Interdisciplinary/(3-9).On Demand.

A practicum in which the student works in an interdisciplinary situation and approach to solving severe (clinical) reading problems. *Farris.*

648. Independent Study/(3-6).
F;W;S;SS.

661. Problems in Organization and
Supervision in Reading/(3).
On Demand.

A study of problems in organization and supervision of reading; their causes and some probable solutions. *Price.*

670. Individual Behavior/(3).F;SS.

A survey of the literature pertaining to the perceptual approach to the study of the individual's behavior. Efforts will be made to show the applications of this approach to education and counseling. *Staff.*

671. Human Sexuality/(3).F;S;SS.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson. *Harrill.*

672. Advanced Group Methods and
Processes/(3).W;S;SS.

An intensive concentration of the theoretical writings and research findings relevant to various kinds of group processes. Particular attention will be given to the applicability of these processes to the promotion of democratic procedures, of the development of individuality and leadership qualities via meaningful group interaction. *Staff.*

673. Advanced Seminar in Reading/
(3-6).On Demand.

A seminar built around reading-related experiences the student faced in his field work as well as other current reading-related topics. *Jones.*

679. Practicum in Group Methods
and Processes/(3).S;SS.

Actual practice under supervision in group member and group leadership participation. *Staff.*

DEPARTMENT OF EDUCATIONAL MEDIA

Doris W. Cox, Chairman

The Department of Educational Media offers programs of study at the undergraduate and graduate levels which serve the needs of students to become media specialists for professional service in school library/media centers and community college learning resource centers and specialists in audiovisual technology in other agencies.

An undergraduate major is offered in library science leading to the Bachelor of Science degree and certification as a school librarian. The major is comprised of Educational Media 301, 302, 305, 307, 451 or 452 or 453, 454 or 456, 470, 473, 466, 475; Childhood Education 301 and 302 or Secondary Education 304 and 305; Childhood Education 404; Psychology 301, 302, 303; and 12 hours of electives.

The undergraduate might choose to follow a liberal arts major and take pre-professional courses in library science which will prepare him for entrance in graduate programs of library and information science. For such a student a minor in library science leading to the Bachelor of Arts degree is available. This minor must include Educational Media 301, 302, 305, and electives selected in consultation with a departmental advisor.

A student may qualify for a North Carolina certificate for school librarians by completing an approved program of 27 quarter hours in the area of educational media. The student completing the school librarian or audiovisual director program at the graduate level meets requirements for graduate certification as a school librarian and/or an audiovisual director.

COURSES OF INSTRUCTION IN EDUCATIONAL MEDIA

(For a description of the notation used in the following list of courses, see p. 179.)

248. Independent Study/(1-6).
F;W;S;SS.

300. Library Resources for Elementary Majors/(3).F;W;S.

Aids and sources of information concerning books and materials; basic factors and problems in selection; the use of books and libraries as resources for teaching materials. Not open to library science majors.

301. Introduction to Librarianship/
(3).F;SS.

Historical background of the library profession; objectives and functions of the modern library; library standards; survey of professional literature.

302. Reference Sources and Services/
(3).W;SS.

Evaluation and use of basic reference materials; citation and bibliographic

form; techniques and procedures in reference work.

304. Children's Literature/(3).F;W;S.

Developing a background in the history of children's literature, evaluating modern writers and illustrators of children's books, and studying the various phases of literature which should be presented to elementary children. Not open to library science majors.

305. Selection of Library Media/(3).F;SS.

Basic factors, problems, and selection aids in the selection of resources of all formats including criteria for selection.

306. Resources for High School Media Centers/(3).S;SS.

Media in relation to adolescent needs and interest and the high school curriculum. Prerequisite: EM 305.

307. Resources for Elementary School Media Centers/(3).W;SS.

Media in relation to children's needs and interests and the elementary curriculum. Prerequisite: EM 305.

348. Independent Study/(1-6).F;W;S;SS.

451. Literature of the Humanities/(3).F;SS.

A survey of special reference works, bibliographies, and landmark books in the areas of literature, philosophy and religion.

452. Literature of the Social Sciences and the Fine Arts/(3).W;S;SS.

A survey of special reference works, bibliographies, and landmark books in the areas of biography, history, travel, the social sciences, and the fine arts.

453. Literature of Science and Technology/(3).W;S;SS.

A survey of special reference works, bibliographies, and landmark books in the pure and applied sciences.

454. Literature for Young Adults/(3).W;S;SS.

Discussion and evaluation of contemporary literature, both adolescent and adult, available for young adults. Emphasis on fiction, drama, poetry, and essays.

455. Interpreting Books to Readers/(3).F;S.

Storytelling, annotations, book reviewing, the book talk, radio, television, story recordings, reading aloud, book discussions.

456. Critical History of Children's Literature/(3).F;SS.

A survey of the origins and development of literature for children in England and America from Anglo-Saxon times to the present. Critical analysis of what has endured and why.

457. Library Workshop/(3-9).SS.

466. Instructional Materials/(3).F;W;S;SS.

Considers the process of using a wide variety of teaching and learning resources in improving instruction. Emphasizes the location, selection and evaluation of materials; the role of instructional materials in teaching and learning; preparation and administration of instructional materials.

467. Correlating Curriculum and the Media Center/(3).F;S;SS.

Planned to help the classroom teacher understand better the function and use of the school media center as a means of vitalizing teaching. Not open to library science majors.

470. Organization and Administration
of the School Media Center/
(6).F;W;S;SS.

Acquisition, processing, circulation of media; personnel; records and reports; attendance and scheduling; quarters and equipment; professional relationships, evaluation of services.

473. Cataloging and Classification for
Media Centers/(3).F;W;SS.

Study of the principles of cataloging and classification of learning resources. Preparation of a practice file and manual.

474. Photography/(3).W;SS.

Basic theory, principles and techniques of black and white, and color picture photography.

475. Audiovisual Instruction/
(3).F;W;S;SS.

An introductory study of a variety of major audiovisual media which encompasses the selection and practical classroom application of materials; laboratory experience in the operation of equipment; and the production of basic visual materials.

476. Cinematography/(3).S;SS.

Basic theory, principles and techniques of motion picture photography.

477. Children's Literature Workshop/
(3).SS.

Graduate Courses

500. Research Methods in Librarianship/
(3).F;SS.

A survey of scientific methods of research with application to specific problems in librarianship. *Cox*.

502. Administration and Supervision
of School Media Center Systems/
(3).F.

Designed for the experienced school librarian in preparation for supervisory positions in large units of school media service. Involves a critical study and analysis of problems in organization and administration of city, county and state school media systems. *Cox*.

503. Reading Interests and Guidance/
(3).S;SS.

Implications of research in reading interests of children and young people. Methods and materials for guidance in their use. Open to non-majors. *Busbin, Cox*.

504. Advanced Reference and
Bibliography/(3).W;SS.

Special reference problems, methods and materials for the large school media center and the two-year college learning resource center. Includes cooperative aspects of media service, the development of national and international bibliography, and the implications of automation in libraries. *Staff*.

505. Advanced Cataloging and
Classification/(3).S;SS.

Specialized cataloging and classification problems and processes. *Staff*.

506. History of Libraries/(3).F;SS.

The development of the library as a cultural institution in ancient, medieval and modern times. *Justice*.

507. History of Books and Printing/
(3).S;SS.

The development of books and other records from ancient times to the present. Includes the history of writing materials, the alphabet, manuscripts, printing, illustrating, and modern book production. *Justice*.

508. Contemporary Libraries and Communities/(3).F;SS.

Service goals of school, public, academic, and special libraries with emphasis on the communities they represent. Surveys, networks, public relations, and cooperative planning. *Newman*.

510. Administration and Organization of the Two-Year College Learning Resource Center/(3).S;SS.

Professional management of personnel, budgeting, programs, facilities, and collections. Leadership factors in developing dynamic services. *Newman*.

511. Government Publications/(3).SS.

The nature and scope of United States government publications, with some attention given also to state, municipal, foreign, and international publications. Problems in their acquisition, organization, and use. *Justice*.

512. Use of Materials with Students and Teachers/(3).F;SS.

Materials and methods for more effective use of library resources in various curriculum areas in the school. *Cox*.

513. Problems and Trends in Libraries/(3).S;SS.

An advanced course to consider recent developments in curriculum, teaching techniques, physical facilities, and innovations in library service that affect the library. *Cox*.

514. Film Guidance and Interpretation for Teachers and Librarians/(3).W;SS.

The study of films as an art form as it applies to the responsibilities of teachers and media specialists in selecting and teaching appreciation of them. *Busbin*.

515. Critical Analysis of Contemporary Children's Literature/(3).S;SS.

An in-depth study of selected works representative of the literary genres of children's literature published since 1950. *Busbin*.

528. Production and Care of Audiovisual Materials/(3).F;SS.

Includes design and use of graphic and photographic production techniques. Prerequisite: EM 475. *Pritchett*.

532. Use and Care of Machines and Equipment/(3).W;SS.

A study of operating techniques of projection and audio devices, cameras, electronic laboratories, teaching machines; preventive maintenance and minor repairs. Prerequisite: EM 475. *Pritchett*.

536. Programmed Instruction/(3).S;SS.

An introductory course in the design, preparation and validation of programs for instruction; provides laboratory experiences in programmed learning. *McFarland*.

537. Organization and Administration of an Audiovisual Program/(3).S;SS.

Selection and evaluation of materials and equipment, including an analysis of the adequacy and effectiveness of audiovisual programs in school and college systems. Prerequisite: EM 475. *Pritchett*.

540. Seminar/(3-9).F;W;S.

541. Information Science and Computer Applications in Media Centers/(3).S;SS.

Fundamental concepts of computer approaches to media functions in acquisition, inventory control, statistics, and

management analysis. Data banks and information systems, facsimile transmission, microform technologies. *Newman.*

and administration of learning laboratories and programmed materials centers in community colleges. *Staff.*

545. Practicum/(3).F;W;S.

547. Library Science Institute/(9).SS.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/
(6).F;W;S;SS.

554. Television in Instruction/
(3).W;SS.

Techniques of using television as a teaching device. Covers production and utilization with emphasis on the use of portable videotape recorder. Survey of programming available to schools from all sources. *Stoddard.*

555. Seminar in Problems in Audio-
visual Instruction/(3).S;SS.
For audiovisual majors only. *Pritchett.*

556. Practicum in Audiovisual Pro-
grams/(3).F;W;S;SS.
Prerequisite: Completion of all other
audiovisual courses and approval of in-
structor. *McFarland.*

564. Advanced Production of Audio-
visual Materials/(3).W;SS.
Continuation of 528 in breadth and
depth. Emphasis on project productions
for mass distribution. Prerequisite: EM
475 and 528. *Pritchett.*

582. Organization and Administration
of Learning Laboratories/(3).SS.
This course is designed to acquaint teach-
ers and administrators with the unique
nature of learning laboratories. Particu-
lar emphasis will be given to organization

592. Communications Theory and
Media/(3).F;SS.

Examination of communication models
and learning theory in the communica-
tion and learning processes. Special em-
phasis on the influences of educational
communications in instructional leader-
ship situations. *Staff.*

593. Instructional Graphics/
(3).W;SS.

Basic design principles and concepts as
they apply to selection, preparation, and
evaluation of graphic material. Course
includes laboratory experience in layout,
mechanical lettering, coloring, trans-
parency production, and graphic dupli-
cating processes. *McFarland.*

594. Theory and Design of Instruc-
tional Graphics for Visual Literacy/
(3).S;SS.

Perception and learning theory as they
relate to message design; basic design
principles, laboratory experiences in high
contrast photography and picture editing.
McFarland.

604. Readings and Research in Chil-
dren's Literature/(3).S;SS.

An in-depth study of literature for chil-
dren, kindergarten through grade eight.
Review of research studies relating to
interests at different ages, discussion of
types and use of various literature, folk-
lore, modern fairy tales, myths and
legends, realistic stories, biographies, and
poetry to meet the needs of the indi-
vidual child. *Busbin, Cox.*

648. Independent Study/(3-6).
F;W;S;SS.

655. Advanced Seminar in Educational Communications/(3).S;SS.

Individual and group study of selected problems. Prerequisite: Basic courses in the field. For educational media majors only. *Staff.*

656. Instructional Systems Design/(3).W;SS.

Theory and design of instructional systems. Includes cybernetics, non-computerized program development, task analysis, behavioral objectives. Designing and arranging the learning environment. For educational media majors. *McFarland.*

DEPARTMENT OF SECONDARY EDUCATION

N. Andrew Miller, Chairman

The Department of Secondary Education offers undergraduate and graduate courses leading to certification in the various fields of instruction in the secondary school. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in the secondary school must complete Secondary Education 304, 305; Psychology 301, 302, 303; one methods course in his field of concentration; and Secondary Education 407.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Secondary Education 404.

COURSES OF INSTRUCTION IN SECONDARY EDUCATION

(For a description of the notation used in the following list of courses, see p. 179.)

200. Orientation to Teaching/(3).F;W;S.

A sophomore practicum for prospective teachers in which the student spends five or more hours a week serving as a teacher's assistant in a school and attends a planned seminar on the campus once a week. Elective—all majors. Offered on a satisfactory-failure basis only.

248. Independent Study/(1-6).F;W;S;SS.

304. Public Education in the United States/(3).F;W;S.

For secondary education majors. The origin and development of public education as a social institution. State and local school organization, administration, and financial support.

305. Principles of Secondary Education/(3).F;W;S.

For secondary education majors. Problems and issues in curriculum develop-

ment. The roles and immediate tasks of the high school teacher. Planning instructional activities.

308. Music in the High School/(3).S.

A study of the organization and direction of the music program in the secondary school. Materials for the adolescent voice, elementary theory, music appreciation, operettas, and program building are surveyed. Designated for music majors.

309. Piano Pedagogy/(3).W.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

348. Independent Study/(1-6).

F;W;S;SS.

404. Student Teaching Special Subjects/(5-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter or part time teaching experience under supervision for one year for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

407. Student Teaching: High School/(5-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter or part time teaching experience under supervision for one year for adults, who plan to teach secondary school subjects in grades 9-12. The student who wishes to take this course during a summer session must make application to the Director of Student Teaching by March 1.

408. Teaching High School Mathematics/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

409. Teaching High School Science/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

410. Teaching High School Social Studies/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

411. Teaching High School English/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

412. Teaching Foreign Languages/(3).S.

Prerequisite: SE 305 and Psychology 302.

413. Teaching Home Economics/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

414. Teaching Physical Education/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

415. Art in the Secondary School/(3).F.

Exploration into the functional use of a variety of art materials, techniques, curriculum construction considering the level of the student's creative development in relation to his needs, interests, maturity; the philosophy and psychology of art education. Prerequisite: SE 305 and Psychology 302.

416. Teaching Industrial Arts/(3).S.

Prerequisite: SE 305 and Psychology 302.

417. Teaching Business Education/(3).F;W;S.

Prerequisite: SE 305 and Psychology 302.

418. Teaching Speech/(3).S.

Prerequisite: SE 305 and Psychology 302.

419. Instrumental Methods and Materials/(2).W.

A comprehensive survey of the materials and methods in instrumental class teaching. Prerequisite: CE 302 or SE 305 and Psychology 302.

420. Choral Methods and Materials/(2).S.

A comprehensive survey of the materials and methods in choral teaching. Prerequisites: CE 302 or SE 305 and Psychology 302.

453. Art Education Workshop/
(3).SS;Ex.

Same as Art 453.

462. Reading on High School and Advanced Levels/(3).F;W;S;SS.

Reading problems encountered on the high school level; reading in the content areas of the curriculum; the total school responsibility in reading improvement. Opportunities for practical application provided.

Graduate Courses

510. Extra-Curricular Activities/
(3).F;SS.

A study of extra-curricular activities which modern schools are expected to carry out as a part of their educational program. *Randall.*

515. Organizing and Planning Student Teaching/(3).F;SS.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers. *Staff.*

516. Supervision of Student Teaching
(3).S;SS.

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation. *Staff.*

529. Organization and Supervision of School Music/(3).W;SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. *Spencer, Mears, Fox.*

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/
(6).F;W;S.

562. Secondary School Curriculum/
(3).SS.

A study of the modern secondary school curriculum; development, recent trends, and organization; including the philosophy and psychology upon which these practices are based. *Miller, Hooks.*

576. Internship for Supervising Teachers/(3).F;W;S.

A program designed for regularly employed public school teachers in which experiences will be provided to enable a supervising teacher to do a better job of supervising the work of a student teacher. *Staff.*

580. History of American Education/
(3).S;SS.

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural developments in the growth of a system of public education. *Melton.*



The College of Fine and Applied Arts

THE COLLEGE OF FINE AND APPLIED ARTS

Nicholas Erneston, Dean

In cooperation with other colleges of the University, the College of Fine and Applied Arts strives:

To provide for varied interests, desires, needs, and abilities of students.

To provide a liberal education for all Appalachian students.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To provide sound foundations for students capable and desirous of advanced study.

DEPARTMENTS

The College of Fine and Applied Arts consists of the following seven departments:

Art	Military Science
Health and Physical Education	Music
Home Economics	Speech
Industrial Arts and Technical Education	

DEGREES OFFERED

The College of Fine and Applied Arts offers the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music degrees. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in art, health and physical education, home economics education, industrial arts, music (Bachelor of Music in Music Education), speech, and speech correction (speech and hearing).

To be admitted to the College of Fine and Applied Arts as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00, which must be maintained.
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

BACHELOR OF ARTS DEGREE

In order for a student to earn the Bachelor of Arts degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of nine quarter hours of a second year of foreign language or more. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of 46 to 60 quarter hours from one of the fields listed below:

Art

Music

Speech

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in his major field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.
6. Completion of electives to total 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
9. Recommendation of the faculty.
10. Completion of required Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teacher's certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

BACHELOR OF SCIENCE DEGREE (without teacher certification) B.S. "a"

In order for a student to earn the Bachelor of Science degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.

3. Completion of a major of 54 to 94 quarter hours selected from one of the fields listed below:

Health and Physical Education

Industrial Arts

Home Economics in Business

Music: piano pedagogy

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

4. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in his field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.
5. Completion of electives to total 183 quarter hours.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
8. Recommendation of the faculty.
9. Completion of required Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

BACHELOR OF SCIENCE

(with teacher certification) B.S. "b"

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 171, College of Education.

BACHELOR OF MUSIC

For the requirements for the Bachelor of Music degree programs, consult the section dealing with Degree Programs, pp. 240, 241, in the section of this catalog which discusses the Department of Music.

COURSES OF INSTRUCTION

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 600 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in brackets preceding a course title indicates the course number used in the 1971-72 catalog.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters, and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarter offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

DEPARTMENT OF ART

Lawrence F. Edwards, Chairman

The objectives of the Department of Art are twofold. One objective is to provide the best preparation and training of teachers of art for the public schools. The second objective is to provide the best professional training in order that the art student, whether he plans to teach or not, may make a creative contribution to the visual arts of our culture.

In addition, the general community will have the opportunity to increase its knowledge and appreciation of art through service courses and the major professional exhibitions of art sponsored by the Department of Art.

A major in art leading to the Bachelor of Science degree and teacher certification consists of 63 quarter hours, including Art 101, 104, 200, 203, 205, 208, 211, 213, 255, 301, 302; three quarter hours from Art 303 or 304 or 306; Art 413, 414, 425, 450; and a minimum of 12 additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, 308; or Art 313, 314, 409, 411; or Art 311, 312, 408, 412; or Art 355, 400, 420 and Industrial Arts 205. The art major must also take three quarter hours of an art elective. The art major must also take Childhood Education 202, Secondary Education 415, and Educational Media 475.

A major in art leading to the Bachelor of Arts degree consists of 60 quarter hours including Art 101, 104, 203, 205, 208, 211, 213, 301, 302, 303, 304, 306, 413, 414, 451; a minimum of twelve additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, and 308; or Art 313, 314, 409, and 411; Art 311, 312, 408 and 412; or Art 200, 255, 355, and 400. The art major must also take three quarter hours of an art elective.

A minor in art consists of 24 quarter hours, including Art 101, 104, 208, 211, 213; three quarter hours from Art 301 or 302 or 303 or 304 or 306; and six quarter hours of art electives.

A concentration in art consists of 18 quarter hours including Art 101, 104, 425; three quarter hours from Art 303 or 304 or 306; six quarter hours from any of the following areas, Art 208 and Art 209, or Art 211 and Art 311, or Art 313 and Art 314, or Art 203 and 413, or Art 301 and Art 302, or Art 200 and Art 400, or Art 255 and Art 355.

An academic concentration in art leading to the Master of Arts degree for elementary school teachers consists of 24 quarter hours including Art 525, 550, 560; three quarter hours from any 500 level art history; three quarter hours from any 500 level studio course and nine additional quarter hours in electives from studio and/or art history on the 500 level.

A 12 hour academic minor in art leading to the Master of Arts degree for elementary school teachers consists of 12 quarter hours including Art 525, 560; three quarter hours of graduate level studio course selected from the areas of painting or graphics or sculpture or constructive design; three quarter hours in graduate level art history.

Additional professional requirements for the Master of Arts degree for elementary school teachers are listed in the Graduate Catalog.

Art 201, 453, 456 and 459 are not approved for completing requirements for an art major, minor, or concentration.

COURSES OF INSTRUCTION IN ART

(For a description of the notation used in the following list of courses, see p. 208.)

101. Beginning Drawing and Composition/(3).F;W;S.

The basic skills and drawing in black and white media are accented. Drawings are made from the figure, landscape, and still life. Drawings by great artists are studied. Lecture one hour, laboratory five hours.

104. Beginning Design/(3).F;W;S.

Introduction to basic modes of the structuring of visual form in two dimensions. Analysis and applications. Lecture one hour, laboratory five hours.

200. Constructive Design in Fabric/(3).F;W;S.

Constructive design in fabric crafts with emphasis on creative problem-solving, craftsmanship, and techniques with various fibers through weaving, batik dyeing, printing, and other processes. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

201. Fundamentals of Art/(3).F;W;S.

Personal experience in working with varied art media, stressing concept-learning skills and critical evaluation for the elementary education major. Not open to art majors. Lecture one hour, laboratory five hours.

203. Intermediate Drawing and Composition/(3).F;W;S.

Extensive use of all drawing media. Experimental approaches encouraged. Analytical study of masterpieces of drawing. Prerequisite: Art 101. Lecture one hour, laboratory five hours.

205 [305]. Intermediate Design/(3).F;W;S.

Theories and concepts in structuring three-dimensional forms. Basic applications through forming, modeling, constructing, carving, and casting processes in a variety of materials (wood, simulated stone, plastic and metal). Prerequisite: Art 101. Lecture one hour, laboratory five hours.

208-209-210. Painting/(3-3-3).F;W;S.

Foundation courses in technical handling of a variety of media. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

211. Introduction to Sculpture/(3).F;W;S.

An introduction to sculptural ideas and concepts through skills and techniques. Prerequisite: Art 205. Lecture one hour, laboratory five hours.

213. Printmaking/(3).F;W;S.

Initial study and practice in the basic graphics processes. Relief, intaglio, planographic and serigraphic printing. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

217. Introduction to Art/(3).F;W;S.

Analysis of selected examples of architecture, sculpture, painting, crafts, and industrial design in relation to their historical time and need. Lecture three hours.

218. (Humanities) Music, Art and
Ideas I/(3).F;W.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, sociological, and scientific aspects of the fine arts. The purpose of this course is to serve as a capstone—a drawing together of the many single threads which tend to constitute liberal education—to give meaning and direction to one's search for personal freedom. Students would be expected to make use of a wide variety of library materials, and to pursue topics of special interest on an individual or group basis. From the Culture of Ancient Greece through the Middle Ages.

219. (Humanities) Music, Art, and
Ideas II/(3).W;S.

A continuation of Humanities 218. From the Renaissance to the present.

230. Constructive Design in Alloys/
(3).F;S.

Introduction to design techniques and skills developed through the use of permanent media, including alloys of metals and related materials. Prerequisites: Art 104, Art 205. Lecture one hour, laboratory five hours.

248. Independent Study/(1-6).
F;W;S;SS.

255. Constructive Design with Plastic
Media/(3).F;W;S.

Constructive design with emphasis on structural and surface qualities. One hour lecture, five hours laboratory. Prerequisite: Art 101 or permission.

301. Ancient and Medieval Art/(3).F.

A survey of architecture, painting, and sculpture from prehistoric time through medieval Europe. Lecture three hours.

302. Renaissance Art/(3).W.

A study of architecture, painting, and sculpture from the fourteenth through the eighteenth centuries. Lecture three hours.

303. Modern Art, Nineteenth
Century/(3).F.

A study of architecture, painting, and sculpture in the nineteenth century. Lecture three hours.

304. American Art/(3).W.

A survey of art in America. Painting, sculpture, and architecture from colonial times to the present. Lecture three hours.

306. Modern Art, Twentieth Century/
(3).S.

A study of architecture, painting, and sculpture in the twentieth century. Lecture three hours.

307. Life Drawing and Painting/(3).F.

Structure and action of the human figure. Prerequisite: Art 210. Lecture one hour, laboratory five hours.

308-309. Painting/(3-3).S.

Advanced problems in painting, individual experimentation and expression. Prerequisite: Art 307. Lecture one hour, laboratory five hours.

311. Advanced Sculpture, Casting
Processes/(3).F;W;S.

Advanced theories of structuring permanent three-dimensional forms applied to the casting processes in a variety of materials. (This may include clay, simulated stone, plastics, foundry.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

312. Advanced Sculpture, Subtractive Processes/(3).W;S.

Advanced applications of sculptural theories and concepts to subtractive processes. Prerequisite: Art 211. Lecture one hour, laboratory five hours.

313-314. Printmaking/(3-3).F;W.

Continued work in graphics processes with emphasis on selected techniques. Prerequisite: Art 213. Lecture one hour, laboratory five hours.

326. Secondary School Art/(3).W.

Art materials and equipment for the secondary school. Basic use of materials and equipment for the secondary school art, including budgeting, purchasing, and facilities planning. Lecture three hours.

348. Independent Study/(1-6).
F;W;S;SS.

355. Constructive Design in Plastic Media/(3).F;W;S.

Constructive design with plastic media. An extension of Art 255 plus an exploration in depth of one aspect of plastic construction. Prerequisite: Art 255. Lecture one hour, laboratory five hours.

400. Constructive Design in Fabric/(3).F;W;S.

Constructive design in fabric. An extension of Art 200 plus an exploration in depth of one aspect of constructive design in fibers. Prerequisite: Art 200. Lecture one hour, laboratory five hours.

407. Advanced Painting/(3).S.

Prerequisite: Art 309. Lecture one hour, laboratory five hours.

408. Advanced Sculpture, Constructive Processes/(3).W;S.

Theories and concepts of three-dimensional form through the constructive ap-

proach in a variety of media. (Wood, stone, metals, plastics, also mixed media.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

409. Advanced Printmaking/(3).F;W.

Advanced work in graphic media with emphasis on individual technical investigations. Prerequisite: Art 314. Lecture one hour, laboratory five hours.

410. Advanced Life Drawing and Painting/(3).F.

Prerequisite: Art 307. Lecture one hour, laboratory five hours.

411. Lithography/(3).F;W.

Advanced work and individual investigations in lithographic techniques. Prerequisites: Art 313, 314. Lecture one hour, laboratory five hours.

412. Advanced Experimental Sculpture/(3).W;S.

Advanced investigations into current trends in sculptural concepts and experimentation with new media. Prerequisite: Art 408. Lecture one hour, laboratory five hours.

413. Advanced Drawing and Composition/(3).F;W.

Monochromatic drawing as an art form with special emphasis on compositional approaches. Planning of larger works through drawing. Individual projects. Prerequisite: Art 203. Lecture one hour, laboratory five hours.

414. Advanced Design/(3).W;S.

Further investigations into theories of structuring visual form. Prerequisite: Art 305. Lecture one hour, laboratory five hours.

420. Philosophy and Problems of the Craftsman/(3).S.

Exploration of historical and contemporary philosophers and problems of craftsmen involved in constructive design. Lecture three hours. Prerequisite: Art 200, Art 255.

425. Teaching-Learning Processes in Art Education-Elementary/(3).S.

Art curriculum and course content in the elementary schools. A study of trends, organization, content, materials, and equipment for the elementary schools. Lecture three hours. Prerequisite: Childhood Education 202.

430. Constructive Design in Alloys/(3).F;S.

A continuation of Art 230 with opportunities for concentration in specific areas. Prerequisite: Art 230. Lecture one hour, laboratory five hours.

450. Problems in Art/(3-6).F;W;S.

Individual problems or projects. No more than three hours may be taken in a quarter. Admission on approval of chairman.

451. Seminar/(3-6).S.

A specialized course involving advanced study by small groups in selected areas. Students may enroll twice for credit totaling six quarter hours but may not receive credit for a seminar which duplicates the content of one for which they have previously received credit.

453. Art Education Workshop/(3).SS;Ex.

An intensive two-week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are ex-

amined. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours.

456. Workshop in Painting/(3).SS.

An intensive two-week course. Student chooses, with the instructor's approval, the painting medium to be used. Field trips offer opportunities to paint local scenery. Lecture one hour, laboratory five hours.

459. Workshop in Sculpture/(3).SS.

An intensive study of the various concepts and techniques involved with creative sculpture dealing with all the basic forms in modeling as well as wood and stone carving. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours.

Graduate Courses

501. Ancient and Medieval Art/(3).F.

An intensive investigation of art forms from pre-history through Medieval period. A graduate research paper will be required. Lecture three hours. *Edwards.*

502. Renaissance Art/(3).W.

Advanced study emphasizing the European involvement with art during the Renaissance. A graduate research paper will be required. Lecture three hours. *Dennis.*

503. Modern Art 19th Century/(3).F.

The development of art as it grew towards modernism, mainly in France, during the nineteenth century. A graduate research paper will be required. Lecture three hours. *Long.*

504. American Art/(3).W.

Relationships between United States history and the development of American art from colonial times to the present. A graduate research paper will be required. Lecture three hours. *Dennis.*

506. Modern Art 20th Century/(3).S.

A study of the art of the twentieth century as a worldwide phenomenon. Special emphasis is given to recent trends. A graduate research paper will be required. Lecture three hours. *Long.*

507. Painting/(3).F.

Development of the individual painter's aesthetics through advanced studio work. Lecture one hour, laboratory five hours. *Dennis.*

508. Sculpture/(3).W;S.

Special problems as related to selected materials and techniques. The emphasis will be on individual student experimentation on an advanced level. Lecture one hour, laboratory five hours. *Carrin.*

509. Constructive Design in Fabric/(3).F;W;S.

An extension of Art 400 plus related research. Lecture one hour, laboratory five hours. *Force.*

513. Printmaking/(3).F;W.

Advanced studio work in printmaking designed to develop an individual sense of graphic form. Lecture one hour, laboratory five hours. *Long.*

520. Philosophy and Problems of the Craftsman/(3).S.

An extension of Art 420 plus individual research in one constructive design area. Lecture three hours. *Carrin.*

525. Teaching-Learning Process in Art Education/(3).S.

An extension of course material in Art 425 plus related research and bibliography. Lecture three hours. *Force.*

548. Independent Study/(1-6).
F;W;S;SS.

550. Problems in Art/(3-6).F;W;S.

Individual problems or projects for the graduate student. No more than three hours may be taken in a quarter. Admission on approval of chairman. *Staff.*

555. Constructive Design with Plastic Media/(3).F;W;S.

An extension of Art 355 plus related research. Lecture one hour, laboratory five hours. *Petersilie.*

560. History and Philosophy of Art Education/(3).On Demand.

An examination of the current theories and trends in art education in relationship to their involvement in history and to future developments. Lecture three hours. *Petersilie.*

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Lawrence E. Horine, Chairman

The objectives of the department are to prepare teachers, coaches, and youth leaders in health education, physical education and recreation for the schools and related agencies; to provide experience in physical education activities which will lead to acquisition of skill and fitness with leisure time and recreational value;

to strive for optimum development of personality and good mental and emotional health through group and individual guidance; to uphold and promote high ethical standards in the profession; to pursue the above objectives within the context of the aims, objectives and purposes of the University.

A major in health and physical education leading to a Bachelor of Science degree *without teacher certification* consists of 54 quarter hours including: Health 101, 102, 203; Physical Education 210, 211, 212, 215, 307, 320, 409, 410, 412; and 18 quarter hours of electives from Health 402 and Physical Education 314, 415, 457 or any of the skills and techniques courses numbered 330 through 347. Biology 101, 102, and 103 are required.

A minor in health and physical education consists of 24 quarter hours. Courses required for a minor are: Health 101, 102, 203, Physical Education 210, 211, 212, 307 and 320. Biology 101, 102, and 103 are required.

A major in health and physical education leading to a Bachelor of Science degree *and teacher certification* consists of 66 quarter hours in addition to the General Education requirements. These courses include: Health 101, 102, 203, 401; Physical Education 210, 211, 212, 215, 307, 312, 320, 353, 409, 410, 412; three physical education activity courses from 101 through 209 in addition to those required in general education, and at least six skills and techniques courses from 330 through 347. Biology 101, 102, and 103 are required.

After the freshman year, but before student teaching, a major is required to have an apprentice experience under a regular staff member for a minimum of one quarter.

A concentration or minor of 29-30 quarter hours in athletic coaching *is open only to students who are not majoring in physical education*. Courses required are: Health 203; Physical Education 210, 211, 212, 307, and 412; one course from the following: Physical Education 312, 314, or 445; three courses from Physical Education 330 through 345, except Physical Education 333. (Note that Biology 101, 102, and 103 are prerequisites to Physical Education 210.)

A concentration or minor in driver education consisting of 24 quarter hours *is open to all majors*. Courses required are: Health and Safety 402, 403, 404, and 405. Nine additional hours are required to be taken from selected courses in several departments. Included in these and recommended are Health and Safety 203, First Aid; and Educational Media 475, Audiovisual Instruction. Courses may count toward major and this concentration.

A major in health and physical education leading to a Master of Arts degree consists of a minimum of 36 quarter hours selected by the student in consultation with and certified by his major advisor. Physical Education 500 must be taken at the beginning of graduate work.

COURSES OF INSTRUCTION IN HEALTH AND SAFETY, PHYSICAL EDUCATION, AND RECREATION

(For a description of the notation used in the following list of courses, see p. 208.)

HEALTH & SAFETY

101. Personal Health/(3).F;W;S;SS.
Basic principles of personal health, hygiene, and total fitness: physical, mental, and emotional.

102. School and Community Health/(3).F;W;S;SS.
Diet and nutrition, common diseases, school and community health factors, analysis of public and private health organizations.

104. Healthful Family Living/(3).S.
The educational components of healthful family living will be presented and such aspects of family health as related to: dating, courtship, marriage, planning the family, sex education, heredity, pregnancy, prenatal care, post natal care, childbirth, care of the pre-schooler, family budgets, common diseases, money management, environmental conditions for family comfort, consumer practices for optimum purchases, family management of space, and inter-family relationships leading to reduction of stress on family members.

203. Standard and Advanced First Aid/(3).F;W;S;SS.
Principles and techniques of emergency first aid, civilian defense, and related safety factors. A.R.C. standard and advanced courses.

303. Methods and Materials in First Aid and Safety/(3).S.
Methods of teaching first aid and safety. Leads to American Red Cross First Aid

Instructor's Certificate. Prerequisites: Junior standing; current Red Cross Standard and Advanced Certificate.

401. Methods and Materials in Health Education/(3).F;W;S;SS.

The theory and practice of planning various types of health education programs for elementary and secondary levels; development of teaching and A-V materials; resources and organizations available for health teaching. For upper-division students. Prerequisite: HS 101 or equivalent.

402. Safety Education/(3).W;SS.

Study of safety procedures, techniques and programs; analysis of Safety Council statistics and their meaning for school and community; driver education programs, industrial safety programs applicable to the school, community programs, safety in sport, recreation and home.

403. Introduction to Driver Education/(3).F;SS.

Students must possess valid driver's license and have completed a basic driver education program. Course will include an introduction to and analysis of the driving task. Fundamentals, principles, practices and content of various high school driver education courses will be presented. Laboratory experience in teaching in dual-control cars will be provided.

404. Traffic Safety/(3).W;SS.

An introduction to and an analysis of traffic safety including organization and

administration of driver and traffic education, physiological and psychological factors in traffic problems and accidents, fundamentals of traffic law, and highway traffic administration. Current driver's license required.

405. Teaching Driver Education/
(6).S;SS.

A combination lecture-laboratory course to include an examination of aims, objectives and role of program in driver education; advanced professional instruction and experience to prepare student for teaching driver education through use of innovative techniques such as multiple car driving ranges, simulators, and audio visual instruction. Current driver's license required. Prerequisite: Health 403.

406. Environmental Health/(3).F.

An ecological approach to the concept of health and illness through the study

of the relations between man and his environment both as it affects him and as he affects it. Prerequisites: Biology 101, 102, 103.

470. Drugs, Tobacco, and Alcohol/
(3).F;S.

The harmful effects of tobacco, alcohol, and drug abuse on the human body will be studied. The course will include selection and development of resource materials and teaching methods for grades K-12. Prerequisite: Senior or Graduate standing.

480. Human Sexuality/(3).W;S;SS.

Information and concepts of sex education including physiological, social, psychological, and moral aspects of human sexuality will be studied. The course will include the selection and development of resource materials and teaching methods for grades K-12. Prerequisite: Senior/ Graduate standing.

PHYSICAL EDUCATION AND RECREATION

All students may elect three or more activity courses (numbered 101 to 209). Non-swimmers are urged to take Physical Education 101. Courses need not be taken in any particular sequence. No student may take more than one activity course per quarter without the written permission of the department chairman. The aim should be toward lifetime physical fitness.

Physical education majors must take one activity course each quarter of the freshman and sophomore years (a total of six quarter hours) as a minimum but may take more than six. Thereafter, they take a minimum of six skills and techniques courses.

Gym suits are furnished and laundered by the college for on-campus activity classes. Students furnish their own white athletic socks, white rubber-soled shoes, jackets, swimming suits, badminton, tennis, and squash racquets, tennis balls, handball gloves and balls. Towel service is provided.

Physical education attire must be turned in after the last period class is required to "dress out". A fine of \$5.00 will be assessed for turning in attire late.

The following activity courses (numbered 101-209) are open to all students to fulfill the General Education requirements of three quarter hours of physical education and for those electing to take more than the three hours minimum: (Note—The symbol * indicates co-ed sections. The symbol / indicates sections for men only. The symbol x indicates sections for women only.)

- | | | | |
|-------------------------------------|---------------|--|------------|
| 010. Apprenticeship | (0).F;W;S;SS. | 127. Beginning Fencing | (1).F;W;S. |
| 101. Swimming, Non-swimmers | (1).F;SS. | 128. Intermediate Fencing | (1).W;S. |
| 110. Physical Fitness | (1).F;W;S. | 130. Adapted Physical Education | (1).F;W;S. |
| 111. Beginning Swimming* | (1).F;W;S;SS. | 131. Hiking and Campcraft | (1).F;S. |
| 112. Intermediate Swimming* | (1).F;W;S. | 132. Archery | (1).S;SS. |
| 113. Advanced Swimming* | (1).S. | 133. Paddleball | (1).W;S. |
| 114. Tennis and Badminton* | (1).F;S;SS. | 200. Beginning Skiing* (Fee of \$50 per quarter) | (1).W. |
| 115. Folk and Social Dance* | (1).F;W;S;SS. | 202. Intermediate Skiing (Fee of \$50 per quarter) | (1).W. |
| 116. Gymnastics* | (1).F;W;S;SS. | 203. Advanced Folk & Social Dance | (1).W. |
| 117. Golf* (Fee \$14 per quarter) | (1).F;S;SS. | 204. Squash Racquets* | (1).F;W;S. |
| 118. Bowling* (Fee \$8 per quarter) | (1).F;W;S. | 205. Modern Dance | (1).W;S. |
| 119. Weight Training* | (1).F;W;S. | 206. Wrestling / | (1).F;W. |
| 120. Basketball / x | (1).W;S. | 207. Field Hockey x | (1).F;S. |
| 121. Soccer / x | (1).F;S. | 208. Track and Field / x | (1).F;S. |
| 122. Volleyball / x | (1).F;W;S. | 209. Handball | (1).F;W;S. |
| 124. Softball / x | (1).F;S. | 210. Human Anatomy/(3).F;W. | |
| 125. Winter Sports | (1).W. | | |
| 126. LaCrosse / x | (1).F;S. | | |

A study of the structures of the human body as they relate to physical education and human motion. Prerequisite: Biology 101-102-103.

211. Human Physiology/(3).W;S.

A study of the basic functions of the human organism. Prerequisite: Physical Education 210 or equivalent.

212. Physiology of Muscular Activity/(3).S;SS.

The application of physiological principles to muscular and organic action of the human in sports and action. Prerequisite: Physical Education 211 or equivalent.

215. Introduction and History of Sports and Physical Education/(3).F;W;S.

An orientation into the field of physical education through the study of historical backgrounds, systems and organizations, leaders and movements, program and sports of the past and present.

229. Senior Life Saving/(2).W;S.

248. Independent Study/(1-6).
F;W;S;SS.

307. Kinesiology/(3).F;W;S;SS.

Mechanical and anatomical fundamentals and the physics of human motion. Prerequisite: Physical Education 210.

312. Organization and Administration of Physical Education/(3).F;W;S;SS.

Organization, administration, supervision, planning, budgeting and evaluation of the physical education program on various levels. Planning and use of facilities, maintenance, purchasing, insurance, varsity and intramural programs, leagues and tournaments, public relations.

314. Officiating Men's Sports/(2).F;W;S.

Principles and techniques of officiating. Lecture one hour, laboratory two hours.

320. Principles and Philosophies of Health and Physical Education/(3).F;W;S;SS.

A summary of the historical and present concepts, principles, and philosophies which relate to and influence health, leisure, physical education and recreation.

SKILLS AND TECHNIQUES

A physical education major must take a minimum of six skills and techniques courses (numbered 330 to 347). The student should have a skills course or show competence as a prerequisite. At least two courses must be individual or dual and at least two must be team sports.

Each of the courses deals with how to perform and how to teach the subject. Fundamental skills, conditioning, training, lesson planning, drills, officiating, rules, resources, and methods of evaluation are covered. Each course meets five days a week, including lecture and laboratory.

(Symbols: *Coed; / Men only; x Women only)

330. Gymnastics and Tumbling
(3).F;W.

332. Tennis and Badminton
(3).F;S;SS.

331. Aquatics
(3).F;W;S;SS.

333. Dance
(3).W;S.

334. Volleyball (3).F;W;S.

335. Track and Field / x
(3).F;S;SS.

337. Basketball / x (3).W;S.

339. Field Hockey / x (3).F;S.

340. Soccer and Related Sports / x
(3).F;S.

342. Football / (3).F;S.

343. Baseball / (3).F;S.

344. Wrestling / (3).F;W.

345. Softball (3).F;S;SS.

347. Skills and Techniques of Skiing/
(3).W.

Objective of the course will be to prepare students for teaching skiing by various techniques and for patrolling of the area for the safety of skiing public. Prerequisite: PE 200 and 202, HS 103 or equivalent.

348. Independent Study/(1-6).
F;W;S;SS.

353. Elementary School Physical
Education/(3).F;W;S;SS.

This course will meet five days a week including lecture and laboratory. The student will be prepared to teach physical education at the elementary level. Fundamental movements, rhythms, and group games.

409. Adapted Physical Education and
Recreation/(3).F;W;S;SS.

A survey of abnormalities and atypical cases; identification, with preventive and corrective techniques. Prerequisite: Physical Education 210-211-212, 307.

410. Evaluation in Health and Physical
Education/(3).F;W;S;SS.

A theory and methods course in the application of measurement, tests, statistics, and evaluation in health and physical education programs.

412. Prevention and Care of Athletic
Injuries/(3).F;W;S;SS.

Prevention and care of injuries; safety devices, use of wraps and supports, massage, taping, therapeutic techniques, and conditioning exercises. Prerequisites: Health 103; Physical Education 210-211-212, 307. Lecture two hours, laboratory two hours.

415. Planning and Recreation Pro-
gram/(3).S;SS.

Lectures and discussions on basic philosophy, principles and practices, current trends, financing, methods and procedures, administration, facilities and equipment and leadership training.

445. Coaching Leadership/(3).S.

A study of sociological and psychological problems in relation to leadership in competitive athletics. Areas such as motivation for excellence and the problems of high levels of anxiety from emotional stress will be included. Open to physical education majors with permission of instructor.

453. Football Coaching/(3).S;SS.

Lectures and discussions on modern methods of training, play patterns, game strategy and seasonal planning. Open to experienced coaches only.

454. Basketball Coaching/(3).S;SS.

A study of modern team and individual offense and defense. Lectures and discussions. Open to experienced coaches only.

455. Advanced Track and Field
Coaching/(3).SS.

Lectures, discussions, study of training for all events. Open to experienced coaches only.

457. Advanced Modern Dance/(3).SS.

Study and analysis of the techniques and basic philosophy of the dance, choreography, composition of various schools, settings, costuming, music, and exhibitions.

458. Practicum in Outward Bound
Education/(6).SS.

Through the experiences in the wilderness, the student will learn skills in camping, survival, mountaineering and be trained in fitness. The goals of the course will be centered around encouraging self-awareness and personal responsibility, developing a sense of conscience and competence, stimulating awareness of nature and human relationships, and integrating all aspects of one's personal life.

465. Seminar in Individual and Dual
Sports/(3).W;SS.

A study of individual and dual sports except aquatics, track and field.

466. Seminar in Team Sports/
(3).F;SS.

A study of team sports except basketball and football.

Graduate Courses

500. Bibliography and Research/
(3).F;SS.

A study of bibliographical problems in the field, types of research, resources, organization and reporting, documentation of graduate writing and application to term projects. *Steinbrecher, Turner.*

501. Scientific Bases of Health and
Physical Education/(3).W;SS.

Current findings and theories in various disciplines and specialities and their application to health and physical education. *Larson, Meeks, Thomas.*

502. Curriculum Development in
Health and Physical Education/F;SS.

Study and evaluation of curriculum, program, and construction of plans for health and physical education for grades one through twelve. *Gruensfelder, Larson, Meeks.*

503. Analysis of Neuromuscular Ac-
tivity/(3).S;SS.

Anatomical, physiological, psychological, and mechanical principles applied to the analysis of skills and conditioning of the human in motion. Prerequisites: Undergraduate course in anatomy, physiology, kinesiology. *Meeks, Thomas.*

504. Philosophies Related to Health
and Physical Education/(3).S;SS.

A study of the outstanding leaders and ideas of the past and present as they apply to health, fitness, and recreation. *Gruensfelder, Larson.*

505. Interpretation of Data/(3).W;SS.

Analysis and interpretation of test and measurement results and research findings in health and physical education. *Hoover, Steinbrecher.*

506. Measurement and Evaluation in
Health and Physical Education/
(3).S;SS.

A course on measurement, evaluation, statistics, analysis of methods, test selection, construction and administration. *Hoover, Steinbrecher.*

507. Organization, Administration,
and Supervision of Health and
Physical Education/(3).W;SS.

Study and analysis of the organization,
administration, and supervision of pro-
grams, trends, theories, and current prac-
tices. *Hoover, Horine, Larson, Turner.*

508. Administration of Athletics/
(3).F;SS.

Analysis and comparison of various meth-
ods of operating athletics in schools and
universities: schedules, contracts, pur-
chasing, storage, travel, insurance, train-
ing problems, officials, evaluation.
Hoover, Horine, Larson.

509. Seminar in Physical Education/
(3).S;SS.

Lectures, discussions, case studies and
summary of the fields of physical educa-
tion for experienced teachers. A problems
course. *Gruensfelder, Horine, Meeks,
Thomas, Turner.*

510. Athletic Facilities/(3).S;SS.

The planning, construction, budgeting,
and maintenance of indoor and outdoor
facilities for athletics, physical education
and recreation. *Horine, Turner.*

511. Conditioning of Athletes/
(3).F;SS.

Methods of training, conditioning and
reconditioning. *Larson, Steinbrecher,
Thomas.*

512. Seminar in Dance and
Rhythmics/(3).W;SS.

For students with background and ex-
perience in dance. *E. Thomas.*

519. Public Recreation/(3).F;SS.

A problem course for those in the field
of public recreation. *DeGroat, Gruens-
felder, Tomlinson.*

520. International Health and Physical
Education/(3).F;SS.

A study and comparison of health,
physical education, recreation, and sport
in selected foreign countries, and inter-
national organizations that control these
programs. *Horine.*

521. Physical Education for the
Retarded/(3).W;SS.

Current programs and discoveries on the
use and contribution of physical activity
for increasing the potential of the men-
tally retarded. *Meeks.*

522. Seminar on School Health Pro-
grams/(3).S;SS.

A problems course for experienced teach-
ers. *Horine, Williams.*

547. Creative Physical Education/
(3).SS.

The study, analysis, and demonstration
of teaching physical education and health,
recreation, and coaching athletics in
creative and innovating techniques. Re-
cent trends and research findings of crea-
tive techniques of teaching physical edu-
cation will be presented. *Turner.*

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/
(6).F;W;S;SS.
Staff.

DEPARTMENT OF HOME ECONOMICS

Mary Brown Allgood, Chairman

The objectives of the Department of Home Economics are to help students become better citizens and members of society, have a workable knowledge of principles involved in home and family living, prepare for teaching some phases of home and family living at the secondary level, or to work in other areas of home economics, such as institutional administration, clothing and textiles merchandising, or foods and equipment.

The Lucy Brock Nursery School is conducted as a laboratory for home economics majors and as a means of observation for students in courses in other departments.

The Home Management House is operated each quarter and one quarter of residence is required of home economics education majors and may be elected by those in home economics in business if space is available.

A minor in home economics consists of 24 quarter hours scheduled in conference with the department chairman.

Courses in home economics where prerequisites are met are open to all students when space is available.

A major in home economics education leading to the Bachelor of Science degree and teacher certification requires 60 quarter hours in Home Economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 303, 304, 305, 306, 307, 401, 402, 405, 409, 414, and 24 quarter hours of the following related courses: Art 104, Biology 207, Chemistry 111-112-113, Economics 200; with 33 quarter hours of professional courses: Secondary Education 304, 305, 407, 413, Psychology 301, 302, 303.

The major in home economics in business leading to the Bachelor of Science degree has three options from which to choose:

OPTION I—Institutional Administration requires 63 quarter hours in Home Economics: 101, 104, 105, 107, 201, 204, 300, 301, 302, 303, 305, 307, 308, 309, 310, 311, 405, 409, 411, 412, 415; the following science courses: Biology 207, 301, 308, Chemistry 111-112-113, 201-202-203; and the following related courses: Accounting 204, Economics 200, Psychology 302 and 470, 471 or 472.

This major is approved by the American Dietetic Association and upon graduation the student is qualified to do a one-year internship in an accredited hospital, thus becoming eligible for A.D.A. Membership. The minor for this major may be satisfied upon completion of Biology 301, 308 and Chemistry 201, 202, 203, 454.

OPTION II—Foods and Equipment requires 56 quarter hours in Home Economics: 101, 104, 105, 107, 201, 204, 300, 301, 302, 303, 305, 306, 307, 404, 405, 407, 409, 411, 415 and 39 quarter hours of the following related courses: Art 104, Biology 207, Chemistry 111-112-113, Economics 201, 202, 203, Business Administration 320, English 205 and Speech 201.

OPTION III—Clothing and Textiles Merchandising requires 62 quarter hours in Home Economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 302, 303, 304, 305, 306, 307, 406, 408, 409, 410, 415 and 39 quarter hours in the following related areas: Art 104, 200, Biology 207, Chemistry 111-112-113, Economics 201-202-203, Accounting 204, Business Administration 321.

A minor for Options II and III consisting of 24 credits in another area must be declared for each option after a conference with the chairman involved.

COURSES OF INSTRUCTION IN HOME ECONOMICS

(For a description of the notation used in the following list of courses, see p. 208.)

101. Clothing and Design I/(3).F;W;S.

Fundamental theories and principles of garment design, selection and structure in relation to figure types and posture, including their application in construction and fit of apparel. Lecture one hour, laboratory four hours.

102. Introduction to Clothing and Design/(3).Arr. by Chairman

A study of clothing construction and design with emphasis on fabrics, patterns and fashions. Not open to home economics majors. Lecture one hour, laboratory four hours.

104. Nutrition/(3).F.

A study of food and its relation to body use and needs. Prerequisite: Chemistry 111-112-113.

105. Food Selection and Preparation/(3).F;W;S.

The study and application of the scientific principles and techniques involved in the selection and preparation of foods. Lecture one hour, laboratory four hours.

106. Meal Preparation/(3).Arr. by Chairman

Family meal preparation for non-majors. Lecture one hour, laboratory four hours.

107. Personal Development Within the Family/(3).F;W;S.

Designed to help the young adult understand herself in relation to her own family of orientation, to master the developmental tasks of early adulthood with emphasis on mate selection and the early years of family development.

108. Nutrition for Non-Majors/(3).Arr. by Chairman

The elementary principles of nutrition and their practical application.

201. Clothing and Design II/(3).F;W;S.

Theories and principles of garment selection and structure with emphasis on the study of new fabrics in relation to construction and design and the introduction of dressmaker tailoring techniques. Pre-

requisite: Home Economics 101. Lecture one hour, laboratory four hours.

204. Meal Management/(3).W;S.

Menu planning, preparing and serving of foods for family meals at different cost levels. Prerequisite: Home Economics 104 and 105. Lecture one hour, laboratory four hours.

206. Clothing for the Family/(3).F;S.

A study of the social, economic, psychological, physiological and managerial aspects of clothing for the family.

207. Home Furnishings/(3).F;W;S.

Planning furnishings for livable homes with emphasis on function, economy, beauty, and individuality. Lecture two hours, laboratory two hours.

248. Independent Study/(1-6).F;W;S.

300. Child Development/(3).F;W;S.

A study of the preschool child and his relationship to others. Lecture two hours, laboratory three hours in the Nursery School.

301. Family Economics/(3).W.

A study of the management of human and material resources designed to develop competence as consumers of goods and services in a modern economic society.

302. Professional Orientation/(2).F.

Individual needs with relation to securing and holding a position in the business areas of home economics.

303. Housing/(3).W;S.

A study of community, economic, and practical problems involved in planning shelter for the family.

304. Flat Pattern Design/(3).F;W;S.

Flat pattern drafting techniques. Developing the basic sloper for use in designing garments in relation to figure problems and current fashion trends. Prerequisites: Home Economics 101 and 201. Lecture two hours, laboratory four hours.

305. Later Family Development/
(3).F;W;S.

Emphasis on self understanding through the study of family organization, roles, interactions and values as a unit in group living. Prerequisite: Home Economics 300.

306. Textiles/(3).F;W;S.

A study of the manufacture, identification, selection, analysis, and care of fabrics. Lecture two hours, laboratory two hours. Prerequisite: Chemistry 111-112-113.

307. Household Equipment/(3).F;W.

Selection, operation, care, and arrangement of equipment. Lecture one hour, laboratory five hours.

308. Quantity Cookery/(5).S.

A study and practice in planning and preparing foods in institutional kitchens. Prerequisites: Home Economics 204 and Chemistry 201-202-203. Lecture three hours, laboratory six hours. Offered in 1972-73.

309. Organization and Administration/
(3).F.

Problems in personnel management. Prerequisite: Psychology 470, 471 or 472. Offered in 1972-73.

310. Food Production and Distribution/(3).W.

Grading, storage, and purchasing of foods in large quantities. Offered in 1972-73.

311. Institutional Equipment/(2).W.

Selection, use and care of institutional equipment. Laboratory four hours. Offered in 1972-73.

348. Independent Study/(1-6).F;W;S.

400. House Planning and Design/
(3).On Demand.

Same as Industrial Arts 400.

401. Home Management Principles/
(2).F;S.

A study of the principles involved in the management of family resources.

402. Home Management Residence/
(4).F;W;S.

Experiences in managing family resources in a home situation. Fee equivalent to room and minimum meals in residence hall. Married student in own home—Fee \$25.00.

403. Tailoring/(3).Arr by Chairman

Evaluation and use of various tailoring methods as applied to fabric and design selection, fitting and completion of tailored garments. Prerequisite: Home Economics 101 and 201 or approval of instructor. Lecture one hour, laboratory four hours.

404. Advanced Foods/(3).W.

Aesthetics of food as related to family meals; economic considerations and the application of scientific principles in distinctive cuisine. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

405. Advanced Nutrition/(3).F;S.

The scientific planning of adequate dietaries for normal individuals of different economic levels as related to health and efficiency. Prerequisite: Home Economics 104. Lecture two hours, laboratory two hours.

406. Consumer Textiles/(3).W.

Individual and group investigation and discussion of problems in fabric properties relative to serviceability. Prerequisite: Home Economics 306. Lecture one hour, laboratory four hours.

407. Advanced Equipment/(3).W.

Group and individual experience relating to specific problems of household equipment. Prerequisite: Home Economics 204 and 307. Lecture one hour, laboratory five hours.

408. Draping/(3).W.

Selection, design and construction of clothing using the dress form. Prerequisite: Home Economics 304. Lecture two hours, laboratory four hours. Student must supply own form.

409. Demonstration Techniques/
(3).F;W;S.

The application of good demonstration techniques as a teaching device. Prerequisite: Home Economics 204, 307. Laboratory six hours.

410. Appreciation of Clothing and
Design/(3).F.

A study of the relationship of art and design principles in the selection of clothing. Prerequisite: Art 104 and Art 200.

411. Experimental Cookery/(3).S.

Testing theories of food preparation, judging of products and establishing standards. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

412. Diet Therapy/(3).S.

Nutrition in the treatment of disease. Changes in metabolism and their relationship to dietary requirements and food intake. Prerequisite: Home Economics 405. Offered in 1972-73.

414. Occupational Education/(3).F;S.

A survey and analysis of occupations related to home economics with emphasis on program planning and techniques of teaching. Prerequisites: Secondary Education 304 or 305 and Psychology 301 or 302.

415. Practicum/(3).Arr. by Chairman.

Six to eight weeks paid employment in the area of the student's major interest. Supervision and evaluation by the employer and a faculty member and a grade of S or F determined by the latter.

DEPARTMENT OF INDUSTRIAL ARTS AND TECHNICAL EDUCATION

Frank R. Steckel, Chairman

The Department of Industrial Arts and Technical Education seeks to provide all students with a broad introduction to the seven basic areas of industrial arts and to develop a high degree of skill in the performance of the operations involved in these areas.

The Industrial Arts and Technical Education Department offers the following degree programs:

- Bachelor of Science degree with teacher certification
- Bachelor of Science degree without teacher certification
- Bachelor of Technology degree for graduates of two-year technical institutes
- Minor in industrial arts on the undergraduate level
- Master of Arts degree for secondary school teachers
- Master of Arts degree for junior college teachers
- Minor in industrial arts on the graduate level

A major in industrial arts leading to the Bachelor of Science degree and teacher certification consists of 69 quarter hours including 101-102; 201-202; six quarter hours from 204-205-206-207; 301-302; 305-306; 231-232; three quarter hours from 401-402; 403; 471; nine quarter hours in advanced courses from each of at least two areas; one year of a physical science, Mathematics 107; and six quarter hours of industrial arts electives.

A major in industrial arts leading to a Bachelor of Science degree without teacher certification consists of 60 quarter hours, the courses to be selected in conference with the student.

The requirements for a Bachelor of Technology are listed under the College of Education.

A minor in industrial arts leading to the Bachelor of Science non-teaching degree consists of 24 quarter hours, the courses to be selected by the student in conference with a faculty member.

The requirements for a major in industrial arts leading to the Master of Arts degree includes 512, 514, 517, 520, and electives in industrial arts to total 36 quarter hours. The minor determines the kind of teacher certification; secondary school teacher or junior college teacher. A minor in business administration is recommended for the Master of Arts degree in technology.

The requirements for a minor in industrial arts on the graduate level include 512, 514, 517, and electives to total 24 quarter hours.

COURSES OF INSTRUCTION IN INDUSTRIAL ARTS AND TECHNICAL EDUCATION

(For a description of the notation used in the following list of courses, see p. 208.)

101. Industrial Graphics and Design/ (3).F.

Basic fundamentals of industrial graphics including geometry of graphical construction, projection systems, sections and conventions, sketching, pictorials, lettering, dimensioning and introductory graphical design. Lecture one hour, laboratory five hours.

with an introduction to the use of various media of technical illustration. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

102. Descriptive Geometry/(3).W.

Introduction to industrial design with emphasis on product development and team dynamics utilizing graphical methods and descriptive geometry. Spatial analysis of geometric elements, vectors, data analysis and graphical applications to a variety of industrial and engineering areas. Prerequisite: Industrial Arts 101. Lecture one hour, laboratory five hours.

201. Introduction to Woods/(3).F.

Introduction to working with wood and care and use of basic woodworking tools and machines. Lecture one hour, laboratory five hours.

202. Wood Technology/(3).W.

Jointing, shaping, finishing, and advanced machine woodwork and related technology. Lecture one hour, laboratory five hours.

203. Advanced Wood Technology/ (3).S.

Advanced woodworking with both hand and machine; project design and construction. Lecture one hour, laboratory five hours.

103. Industrial Sketching and Reproduction/(3).S.

Practice in developing skills of rapid technical sketching as applied to industrial needs. Reproduction techniques

204. Leather/(3).F;W;S;SS.

Basic processes and techniques involved in working with leather, with emphasis

on design and skill. Lecture one hour, laboratory five hours.

205. Ceramics/(3).F;W;S;SS.

Basic processes and techniques involved in working with ceramics with emphasis on design and skill. Lecture one hour, laboratory five hours.

206. Art Metal/(3).W.

Basic processes and techniques involved in working with art metal with emphasis on design and skill. Lecture one hour, laboratory five hours.

207. Jewelry/(3).F;S.

Basic processes and techniques involved in working with jewelry, with emphasis on design and skill. Lecture one hour, laboratory five hours.

208. General Shop: Industrial
Plastics/(3).On Demand.

Basic processes and techniques involved in working with plastics. Lecture one hour, laboratory five hours.

209. Technical Graphics/
(3).On Demand.

A comprehensive application of graphical techniques for the presentation of machine and structural working drawings. An introduction to spherical projection and topographical drafting.

217. Introduction to Crafts/
(3).On Demand.

An introduction to our craft heritage and the techniques for creative expression in ceramics, art metal, jewelry, leather, and other three dimensional media. Lecture one hour, laboratory five hours.

231. Letterpress Printing/(3).F.

The sequential study of letterpress printing which includes hand composition, letterpress make-ready and presswork;

auxiliary areas are the study of type styles, paper technology, printing mathematics, and bookbinding. Lecture one hour, laboratory five hours.

232. Photo-Offset Lithography/(3).W.

The sequential study of photo-offset lithography which includes hot-type and cold-type composition, industrial photography, negative preparation, direct and photographic plate manufacture and offset press operation; auxiliary areas are electro-static printing, advanced studies in paper technology, and office reproduction techniques. Lecture one hour, laboratory five hours.

233. Industrial Photo-Lithography/
(3).S.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis in the area of industrial photography up to four color separation and printing; auxiliary areas are used for testing equipment for negatives, plates, and paper in the industrial scheme. Lecture one hour, laboratory five hours.

248. Independent Study/(1-6).
F;W;S;SS.

301. Introduction to Metals/(3).F.

Introduction to and orientation in the metals field. Fundamental bench metal and hand tool operations. Equal time is spent in bench metal and machine metal. Lecture one hour, laboratory five hours.

302. Metal Technology/(3).W.

The cutting, shaping, casting, and machining of ferrous and non-ferrous metals and related technology. Special emphasis is placed on foundry and wrought iron. Lecture one hour, laboratory five hours.

303. Advanced Metal Technology/
(3).S.

Advanced work in one of the areas in 301 or 302. Lecture one hour, laboratory five hours.

304. Power Mechanics/
(3).On Demand.

The theory and practice of power involving internal combustion, power sources, solar fuel rocket concepts, fuel cell energy, solar cell energy, and thermoelectric generator energy.

305. Electricity/(3).F.

Electrical and electronic fundamentals involving basic concepts and D. C. circuits. Lecture one hour, laboratory five hours.

306. Electricity Technology/(3).W.

An approach to the science of electricity. Lectures with classroom construction and experimentation on resistive, capacitive, inductive, and hybrid circuits. Lecture one hour, laboratory five hours.

307. Electronics Technology/(3).S.

Fundamental principles and operation of semiconductor components with the vacuum tube used as a comparator. Taught through lecture, experimentation, demonstration, and product construction. Lecture one hour, laboratory five hours.

308. Production Techniques, Wood/
(3).F.

Jigs, fixtures, and related production techniques. Lecture one hour, laboratory five hours.

310. Sheet Metal/(3).On Demand.

Layout and fabrication of sheet metals. Lecture one hour, laboratory five hours.

311. Production Techniques, Metals/
(3).On Demand.

Jigs, fixtures, and related production technique. Lecture one hour, laboratory five hours.

312. Electronics, Advanced/(3).F.

Electronic control and regulation, including the thyratron, and solid state devices. Lecture one hour, laboratory five hours.

313. Architectural Working Graphics/
(3).F.

Construction details of various building types with emphasis on architectural standards. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

314. Architectural Design and
Graphics/(3).W.

A study of the owner-architect relationship utilizing a contractual approach to the solution of problems in creative design and the preparation of plans for the construction of various building types. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

316. Industrial Arts for Elementary
School Teachers/(3).On Demand.

An industrial arts and crafts course for elementary school teachers. Emphasis on manipulation experience and handwork adapted to the elementary school child. Not open to majors in industrial arts. Lecture one hour, laboratory five hours.

324. Leather/(3).F;W;S;SS.

A continuation of 204.

325. Ceramics/(3).F;W;S;SS.

A continuation of 205.

326. Art Metal/(3).F.

A continuation of 206.

327. Jewelry/(3).F.

A continuation of 207.

331. Bookbinding/(3).W.

Methods of construction of standard types of books, pamphlets, and magazines. Emphasis is on common practices and materials. Lecture one hour, laboratory five hours.

332. Silk Screen Printing/(3).W.

The construction of silk screen printing equipment and various methods and techniques of printing on different materials through various media. Emphasis is on industrial processes. Lecture one hour, laboratory five hours.

333. Production Techniques, Graphic Arts/(3).S.

Theory and application of different production techniques in letterpress printing and photo-offset lithography. The course will operate in the same manner as a commercial print shop. Lecture one hour, laboratory five hours.

348. Independent Study/(1-6).

F;W;S;SS.

400. House Planning and Design/
(3).On Demand.

Architectural styles, planning, building materials as related to residential structures. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

401. Equipment and Maintenance,
Wood/(3).W.

Operation and maintenance of wood-working machines and tools. Lecture one hour, laboratory five hours.

402. Equipment and Maintenance,
Metals/(3).F.

Operation and maintenance of metal-working machines and tools. Lecture one hour, laboratory five hours.

403. Organization and Equipment/
(3).W;S.

Planning and equipping industrial arts laboratories; budgets, sources of equipment and supplies, requisition, storage. Lecture three hours.

404. Welding/(3).On Demand.

Arc and oxy-acetylene welding. Lecture one hour, laboratory five hours.

452. Contemporary Industrial
Finishing/(3).On Demand.

The course consists of the care and maintenance of finishing equipment; the selection and use of spray equipment and the preparation of the surface to be finished; staining, filling, undercoating, top coating as well as rubbing out the final coat; application of simple and synthetic finishes. Each student should bring a small piece of furniture, such as an end table, coffee table, or small wood object for finish. Lecture one hour, laboratory five hours.

454. Period Furniture/
(3).On Demand.

The study of furniture and its importance, design and periods. The student designs and constructs a piece of period furniture. Prerequisite: nine quarter hours of woodworking or its equivalent. Lecture one hour, laboratory five hours.

455. Contemporary Furniture/
(3).On Demand.

The design and construction of classic contemporary furniture and the work of contemporary furniture designers, with emphasis on Scandinavian design. Lecture one hour, laboratory five hours.

456. Communications/(3).SS.

Elements of television, radio, telemetry, and associated communications phenomena. Lecture one hour, laboratory five hours.

458. Crafts for the Handicapped/
(3).S;SS.

Basic craft activities and occupational skills for the handicapped. Practical experiences in materials and methods.

459. Graphical Analysis of Drafting
Problems/(3).On Demand.

Techniques of presenting data for the solution of scientific and technical problems through the use of graphic computations and the direct (and indirect) methods of descriptive geometry. Prerequisite: Industrial Arts 102. Lecture one hour, laboratory five hours.

460. Industrial Design/(3).S.

Design as applied to the industrial product. Lecture one hour, laboratory five hours.

461. Industrial Illustration/
(3).On Demand.

Practice with the various media used in technical illustrations for reproduction and publication to acquaint the student with the steps in developing technical manuals, brochures, and similar industrial publications. Prerequisite: Industrial Arts 101, 102. Lecture one hour, laboratory five hours.

462. Materials/(3).On Demand.

The structure and characteristics of common industrial materials; laboratory work in the same area of stress-strain hardness testing and the heat treatment of metals.

463. Care and Maintenance of Equipment/(3).SS.

The installation, care, and maintenance of power equipment and motors, including complete rebuilding, adjusting, and full utilization of the rebuilt machine.

464. Problems in Leather Techniques/
(3).F;W;S;SS.

An analysis of functional design and production methods of leather work. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

465. Problems in Ceramics Techniques/(3).F;W;S;SS.

An analysis of functional design and production methods of ceramics. Individual projects, designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

466. Problems in Art Metal Techniques/(3).W.

An analysis of functional design and production methods of art metal techniques. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

467. Problems in Jewelry Techniques/
(3).F;S.

An analysis of functional design and production methods of jewelry. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

468. Transportation/(3).On Demand.

Theory and application of internal combustion engines, turbines, and turbo jets to transportation.

469. Machine Tool Operation/
(3).On Demand.

The cutting and shaping of metals using the common machine tools of the school of industry.

470. Advanced Machine Tool Operation/(3).On Demand.

Advanced laboratory practice in setting up and operation of standard and production type machine tools. Prerequisite: six hours of metal. Lecture one hour, laboratory five hours.

471. General Shop/(3).F;W;S.

The combining of the various unit shops into one physical setting. Development of course materials suitable for use in the types of general shops found in the public schools. Lecture one hour, laboratory five hours.

475. Problems and Processes of Industrial Arts/(1-3).F;W;S.

Individual research on problems determined by the student's need.

480. General Shop: Graphic Arts/
(3).On Demand.

An analysis of techniques and laboratory practice in all areas of graphic arts. Areas include photo-offset lithography, letterpress printing, silk screen printing, block printing, and bookbinding. Lecture one hour, laboratory five hours.

481. Advanced Offset Lithography/
(3).On Demand.

Advanced laboratory practice in composition, industrial photography, plate manufacturing techniques, and offset press set-up and operation. Lecture one hour, laboratory five hours.

482. Advanced Letterpress Printing/
(3).On Demand.

Advanced laboratory practice in composition, make-ready, presswork, and finishing techniques, including special operations on the platen press and related technology. Lecture one hour, laboratory five hours.

483. Office Reproduction Techniques/
(3).On Demand.

The study of the various methods modern businesses use to reproduce printed or duplicated copy. The course includes secretarial practices of cold type composition, offset lithography, electro-static printing and auxiliary operations.

Graduate Courses

504. Machine Design and Construction/(3).On Demand.

The elements of machine design including the construction of a powered machine. Lecture one hour, laboratory five hours. *Rapp.*

505. Industrial Tools and Processes/
(3).On Demand.

A survey of the basic materials, elements, and machines of industry to develop an understanding of industrial nomenclature, methods, and processes. Lecture, demonstration, and field trips. Prerequisite: six hours of metal. Lecture one hour, laboratory five hours. *Rapp.*

506. Electronics Component and Systems/(3).On Demand.

A laboratory course largely devoted to the construction of electronic gear. Lecture one hour, laboratory five hours. *Sloop.*

507. Industrial Electronics/
(3).On Demand.

This course covers, through lecture, demonstration and experiments, control devices such as thyatrons, relays, timing devices, synchros, and motor controls. Lecture one hour, laboratory five hours. *Sloop.*

508. Digital Computer Circuits/(3).SS.

Through experimentation and demonstration, this course offers realistic practice with digital logic circuits; the application of digital computers in business; the arithmetic unit, memory elements, input-output devices, and the control element. Lecture one hour, laboratory five hours. *Sloop.*

509. Transistor Workshop/(3).SS.

An intensive course devoted to the application of transistors and involving techniques of testing in regard to DC parameters and interpretation of transistor manufacturers' data sheets. Lecture one hour, laboratory five hours. *Steckel.*

510. Industrial Arts for Elementary School Teachers/(3).SS.

Development of basic skills through elementary work in woods, metals, and other materials easy to obtain. Adaptation of work to classroom situations. Planning for creative work with limited equipment. Not open to majors in industrial arts. Lecture one hour, laboratory five hours. *Sloop.*

512. Philosophy of Industrial Arts Education/(3).F;SS.

The philosophy of industrial education from its beginning in manual training through contemporary programs in industrial arts and vocational education. *Steckel.*

513. Industrial Arts Curriculum Development/(3).On Demand.

Planning and development of course content for the major areas of industrial areas, incorporating the prevailing philosophy and objectives of school systems. *Steckel.*

514. Design and Equipping of Industrial Arts Facilities/(3).W;SS.

Factors of school shop planning, equipment selection, layout and arrangement, and architectural considerations. *Steckel.*

517. Design Method and Techniques for Industrial Arts Laboratories/
(3).S;SS.

The role of the project as a vehicle for learning. Preparation of instructional materials, record keeping, budget construction, and requisitioning of supplies. *Steckel.*

520. Skill Development in Major Areas/(3-6).On Demand.

Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy. *Staff.*

521. Woodworking Jigs and Fixtures/
(3).On Demand.

The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting them with jigs and fixtures and special cutters. Prerequisite: one wood and one metal class from Appalachian. Lecture one hour, laboratory five hours. *Staff.*

522. Specialty Woodworking/
(3).On Demand.

Wood carving on flat, turned, and curved surfaces. Inlaying with synthetic and

natural woods. Veneering flat and curved surfaces. Laminating with wood and veneer both flat and curved. Design of projects using the above. Lecture one hour, laboratory five hours. *Staff*.

526. Advanced Ceramics/
(3).F;W;S;SS.

Individual problems in the advanced phases of ceramics design, production, and finishes. Lecture one hour, laboratory five hours. *Owen*.

527. Advanced Jewelry/(3).F;S.

Individual problems in the advanced phases of jewelry design, production, and finishes. Lecture one hour, laboratory five hours. *Owen*.

528. Advanced Leather/
(3).F;W;S;SS.

Individual problems in the advanced phases of leather design, production, and finishes. Lecture one hour, laboratory five hours. *Owen*.

530. Special Problems in Industrial Education/(1-3).F;W;S.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy. *Staff*.

531. Photo-Offset Lithography/
(3).On Demand.

Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold type composition, and offset press techniques. *Banzhaf*.

533. Letterpress Printing
(3).On Demand.

Individual problems in the advanced phases of hot type composition, make-ready, die-cutting, finishing and letterpress techniques. *Banzhaf*.

536. Problems in Bookbinding/
(3).On Demand.

Individual problems in the advanced phases of binding loose pages, pamphlets, magazines, and miscellaneous printed materials, with special emphasis on finishing and cover materials. *Banzhaf*.

537. Silk Screen Printing/
(3).On Demand.

Individual problems in the advanced phases of silk screening multicolor on various media using the techniques of hand-cut, photo, and acid etching processes. *Banzhaf*.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/
(6).F;W;S;SS.

DEPARTMENT OF MILITARY SCIENCE

William T. Palmer, Chairman

The Army ROTC program has been developed to give college men training and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina, and bearing—qualities that are an important part of leadership and that contribute to success in any career.

The first two years of military training in the Reserve Officer Training Corps are elective for all United States citizen male students who pass Corps entrance requirements. These two years comprise the Basic Course, which is normally completed during the freshman and sophomore years. A student may attend Basic Summer Camp of six weeks duration following his sophomore year in lieu of attending the Basic Course.

During the junior and senior years, an Advanced Course is offered on a voluntary basis to those cadets meeting the necessary qualifications. Upon successful completion of the Advanced Course, which includes a six-weeks period of ROTC Summer Camp, each cadet is commissioned as a second lieutenant in the U. S. Army Reserve. Outstanding students designated as Distinguished Military Students may be selected for direct appointment in the regular Army.

A minor consists of 24 quarter hours in military science including 301, 302, 303, 350, 401, 402, and student teaching or three quarter hours from 300 or 400 level courses in political science, psychology, or sociology.

Two, three, and four-year scholarships are offered by the Department of the Army. Further details are listed in the Financial Aid portion of this catalog.

BASIC COURSE REQUIREMENTS

A candidate for ROTC training must:

- a. Be of good moral character.
- b. Be a citizen of the United States.
- c. Be able to graduate before 28 years of age.
- d. Be physically able to participate in the program of instruction.
- e. Be enrolled as a freshman at this institution.
- f. Meet other entrance requirements as determined by the department chairman, current Army regulations, and University policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine if waivers can be granted.

A waiver of attendance of MS I, MS II, and/or MS III may be granted for previous ROTC training or military service and upon application in accordance with the following:

- a. Active Military Service or Attendance at Services Academies
One Year Waiver of MS I and MS II
Additional Training As determined
by the PMS but not to exceed MS III
- b. Junior Division ROTC Training
Two Years Waiver of MS I
Three Years Waiver of MS I & MS II
- c. All Senior Division ROTC (Air Force, Army, and Navy) is equated on a
year for year basis.
- d. Students with combinations of the above or with National Defense Cadet
Corps training should consult with the department chairman to determine
individual eligibility for waivers.

TEXTS AND UNIFORMS

Basic Course students do not receive monetary allowances. Texts and uniforms are furnished by the government. Students will be required to reimburse the government for loss of items of the uniforms or other equipment.

ADVANCED COURSE REQUIREMENTS

A candidate must:

- 1. Have a minimum of two years remaining at the University.
- 2. Meet all other requirements for the Basic Course.
- 3. Meet medical requirements for Advanced Course.
- 4. Possess qualifications for becoming an effective Army officer.
- 5. Achieve a passing score on ROTC qualifying examination.
- 6. Have satisfactorily completed the Basic Course, received a waiver in lieu thereof, or have satisfactorily completed the Basic Summer Camp.
- 7. Have satisfactorily completed loyalty requirements.
- 8. Agree to enlist in the United States Army Reserve, accept a commission if offered, and serve two years on active duty if required.
- 9. Meet other requirements as determined by the department chairman, current Army regulations, and University policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine whether waivers can be granted.

TEXT AND ALLOWANCES

Each cadet enrolled in the Advanced Course receives subsistence pay at the rate of \$50.00 per month. In addition, he receives uniforms valued at \$100.00. Textbooks are furnished to all cadets. He is paid six cents per mile travel expense to and from summer camp. While at camp, he is paid at the rate of \$208.80 per month. The pay and allowances received while one is in the Advanced Course total approximately \$1,300.00.

COURSES OF INSTRUCTION IN MILITARY SCIENCE

(For a description of the notation used in the following list of courses, see p. 208.)

101-102. Military Science I, Basic Course/(2-2-0).F-W-S.*

Basic military subjects with emphasis on U. S. Army and ROTC organization, individual weapons and marksmanship training, U. S. defense establishment, evolution of weapons, principles of war, and objectives of national security and defense.

Lecture two hours. Laboratory two hours. *Laboratory for MS 102 is conducted during the spring quarter. Credit for MS 102 is given with successful completion of spring laboratory requirement.

201-202-203. Military Science II, Basic Course/(2-2-2).F-W-S.

Use of maps and aerial photographs, American military history, and an introduction to small unit operations and tactics. Prerequisite: MS 101, 102 and Mathematics 101 (or equivalent) or permission of department chairman. Lecture two hours, laboratory two hours except in winter quarter.

248. Independent Study/(1-6). F;W;S.

301-302-303. Military Science III, Advanced Course/(3-3-3).F-W-S.

Leadership, military teaching principles, branches of the Army, small unit tactics,

communications, and pre-camp orientation. Prerequisite: Successful completion of MS I, MS II, selection by department. Lecture three hours, laboratory two hours except in winter quarter.

348. Independent Study/(1-6). F;W;S.

350. ROTC Summer Camp Advanced Course/(9).SS.

Normally taken summer following junior year. Training conducted at designated U. S. Army installation. This training provides cadets with practical experience in leadership, military teaching, small unit tactics, weapon qualifications, and communications. To receive credit, a student must register and pay a fee at the University. Prerequisite: Successful completion of MS III.

401-402. Military Science IV, Advanced Course/(3-3).F-S.

A study of operations, logistics, army administration, military law, role of U. S. in world affairs, service customs, and officer orientations. Characteristics, attributes, and responsibilities of commissioned officers. Fourth-year cadets normally serve as officers in cadet brigade. Prerequisite: MS 301, 302, 303. Lecture three hours. Laboratory two hours.

DEPARTMENT OF MUSIC

William G. Spencer, Chairman

The Department of Music is a member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The objectives of the Department of Music are to provide: the best possible preparation of performers in different areas of music; teachers of music for the public schools and institutions of higher learning; training for the classroom teacher in the organizing and conducting of a well-balanced music program; music experiences and activities in which the music major as well as the general student can increase his skills, knowledge, and appreciation of music to contribute to the cultural tone of the University and community through the presentation of a variety of public programs and concerts.

ENTRANCE REQUIREMENTS AND PLACEMENT EXAMINATIONS FOR FRESHMEN

1. Applied Music: An audition is required of all entering freshman and transfer students.

The entrance requirements in the major performance medium are as follows:

VOICE: An acceptable voice and the ability to sing with accurate pitch and rhythm.

PIANO: The ability to perform major and minor scales and arpeggios, and compositions of the difficulty of Bach, *Two-Part Inventions*; Beethoven, *Sonata Op. 49*; Chopin, *Mazurka, Op. 33, No. 3*.

INSTRUMENTS: A fundamental knowledge of the instrument including an acceptable method of producing tone; awareness of intonation problems; accurate rhythmic feeling; some contact with solo literature available for the instrument; the ability to play major, minor, and chromatic scales with the proper fingering.

Those who do not meet freshman standing must enroll in 013-014-015 until entrance requirements can be met.

2. Theory: Freshman and transfer students who plan to major in music take a placement examination to determine their general musical knowledge. Those who do not meet freshman standing must enroll in Music 100. For specific information write the department chairman.

ENTRANCE REQUIREMENTS AND PLACEMENT EXAMINATIONS FOR GRADUATE STUDENTS

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance major and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the degree.

DEGREE PROGRAMS

The Music Department offers programs under the Bachelor of Arts degree, the Bachelor of Music degree and the Master of Arts degree.

A major in music leading to the Bachelor of Arts degree consists of 60 quarter hours above general education requirements, including 101-102-103, 180, 201-202-203, 402, 405, 12 quarter hours of applied music, 12 quarter hours of ensembles, and nine quarter hours of music electives.

A minor in music consists of 24 quarter hours above general education requirements, the courses to be selected in conference with the student.

The Music Department offers a professional Bachelor of Music degree which offers a flexible curriculum that can be tailored to fit the needs of the individual student. Courses are available so that a student may prepare himself to pursue a career in several areas of the music profession or to prepare for graduate study. (The music education program leads to teacher certification.)

The student will select courses in consultation with an advisor who will seek to guide the student in choosing courses which will best serve his professional aspirations.

Basic requirements for the degree are:

General Education 55-64 q.h.

Professional Education (Music Education Program only) 38 q.h.

Applied Music 40-60 q.h.

At least 22 quarter hours must be earned in one performing concentration.

At least 12 quarter hours must be earned in ensemble.

Music Theory, Music History and Literature 50-65 q.h.

The student must complete 21 quarter hours in lower division theory, three quarter hours in music literature, nine quarter hours in music history, six quarter hours in upper division theory, at least two quarter hours in basic conducting, and six quarter hours in upper division music literature.

A student must earn a total of at least 183 quarter hours, 110 of which must be completed in the Music Department (83-84 quarter hours for music education majors).

Recommended courses of study for students desiring to pursue music education, a performance career in piano, organ, voice, one of the band or orchestral instruments, or other areas in the music profession will be supplied by the chairman of the Music Department.

A major in music leading to the Master of Arts degree consists of 33 to 39 quarter hours, including 500, 522, 531. The graduate student must demonstrate proficiency or take courses in music history and literature, theory, applied music, conducting, and music education.

PROFICIENCY IN MAJOR (PRINCIPAL) PERFORMING MEDIUM

During the senior year a music major will demonstrate satisfactory proficiency in his major (principal) performing medium: piano, voice, violin, clarinet, or other band or orchestral instrument. This may be done in one of three ways: 1. An individual recital; 2. A group recital with no more than three participants; 3. A comprehensive examination which includes the major instrument, theory, and other class work in music which the student has covered during the four years.

All music majors are required to attend a weekly performance seminar and each major is required to perform in the seminar at least twice during the academic year. At the discretion of the instructor freshmen may be excused from performing.

COMPREHENSIVE EVALUATION OF MUSICIANSHIP

Before a music major may be accepted for upper division work in music he shall demonstrate satisfactory attainment in musicianship by examinations given by appropriate members of the music faculty. Failure to pass the examinations will necessitate a re-evaluation by the entire music faculty before the student can be accepted unconditionally.

RECITALS AND CONCERTS

Student seminar and studio recitals are held each week to provide experience and poise in public performance. Seniors and other advanced students present individual or joint public recitals to provide further performance skills. Frequent concerts are given by faculty, various musical organizations, and visiting artists.

It is desirable that music majors, undergraduate and graduate, attend all concerts and recitals sponsored by the Music Department.

APPLIED MUSIC

Individual music instruction is offered in piano, organ, voice, and all orchestral and band instruments. Courses in applied music are required of all music majors and may be elected for General College credit by students not majoring in music.

Piano. The piano major or principal should develop the ability to sight read, play accompaniments in a musical manner and perform representative works from all periods of music, from the pre-Bach to the present.

Voice. The voice major or principal should be able to sing on pitch and show musical aptitude. Study will include good posture, relaxation, diaphragmatic breathing, good diction and vocal exercises, and appropriate songs adapted to the student's needs.

Organ. Piano facility which satisfies the instructor is a prerequisite for study in organ. The study includes pedal scales, hymn playing, appropriate selections from the works of Bach, Mendelssohn, Franck, and Widor, as well as contemporary European and American compositions.

Brass and Woodwind Instruments. This study emphasizes proper breath control, embouchure, and position, as well as good tone production and intonation. Materials and literature will be chosen on the basis of the student's ability and progress.

String Instruments. The purpose of string instruction is to promote in the student the basic techniques of good intonation, clarity and refinement of fingering and bowing styles, and the development of tonal beauty. Emphasis is placed upon the importance of phrasing and interpretation.

Percussion Instruments. The student expecting to major in this area should have a background of the basic rudiments in snare drum and sufficient experience and preparation of the other percussion instruments to play a standard band composition. The first year of study emphasizes the snare drum and the twenty-six rudiments along with suitable solo literature. The remainder of the time is devoted to the tympani and other traps and equipment, with the main emphasis placed upon the marimba.

COURSES OF INSTRUCTION IN MUSIC

(For a description of the notation used in the following list of courses, see p. 208.)

Applied Music (Secondary)

010-011-012; 110-111-112;

210-211-212; 310-311-312;

410-411-412/(1-1-1).F-W-S-SS.

One 30-minute individual lesson and six practice hours a week. 010-011-012 is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

Applied Music (Major-Principal)

013-014-015; 113-114-115;

213-214-215; 313-314-315;

413-414-415/(2-4).F-W-S-SS.

Two 30-minute individual lessons or equivalent in individual and/or class lessons. Six practice hours per week for each quarter hour credit. 013-014-015 is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

100. Elements of Music Theory/(3).F.

100 is designed for students below the freshman level and carries General College credit but no credit toward the music major or elementary concentration in music. Lecture and demonstration five hours.

**101-102-103. Basic Musicianship/
(3-3-3).F-W-S.**

A course in the fundamentals of music integrating the basic materials and skills. Chord progression, altered chords, seventh chords, cadences, non-harmonic tones, modulation, and secondary chord are approached through integrated avenues of writing, performing and creating. Lecture and demonstration five hours.

**121-122-123. String Class/
(1-1-1).F-W-S.**

A presentation of the fundamental principles involved in playing and teaching

stringed orchestral instruments. Lecture and demonstration two hours.

125. Woodwind Class I/(1).F;W.

Group instruction in the fundamental principles of woodwind technique. Laboratory two hours.

**126-127. Woodwind Class II/
(1-1).S-F.**

A presentation of the fundamental principles involved in playing and teaching each woodwind instrument. Prerequisite: Music 125 or equivalent. Lecture and demonstration two hours.

**128-129-130. Voice Class/
(1-1-1).F-W-S.**

A presentation of the fundamentals of singing for teaching and performance. Lecture and demonstration two hours.

131. Brass Class/(1).F;W.

Group instruction in the fundamental principles of trumpet technique. Laboratory two hours.

132. Percussion Class/(1).F;W.

Group instruction in the fundamental principles of performance on the standard percussion instruments. Laboratory two hours.

133. Brass and Percussion/(1).S.

A presentation of the fundamental principles involved in playing and teaching each brass and percussion instrument. Prerequisites: Music 131 and 132 or equivalent. Lecture and demonstration two hours.

**134-135-136. Piano Class/
(1-1-1).F-W-S.**

Group instruction in the fundamental principles of piano technique.

201-202-203. Creative Musicianship/
(4-4-4).F-W-S.

These courses are designed to involve the student in the analysis, comprehension, creation, and the performance of music in all styles through a fusing of all the elements of music. Demonstration and laboratory six hours. Prerequisites: Music 101-102-103.

204. Liturgies/(3).S.

A study of the history of worship in the Jewish, Eastern Orthodox, Roman Catholic, and Protestant traditions. Emphasis will be placed on the structure and form of worship with some creative opportunities in new forms. Offered 1972-73.

217. Introduction to Music/
(3).F;W;S;SS.

A non-technical course designed for students with little or no musical background. Emphasis is placed upon listening to music and finding pleasure in it.

218. (Humanities) Music, Art, and
Ideas I/(3).F;W.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, sociological, and scientific aspects of the fine arts. The purpose of this course is to serve as a capstone or a drawing together of the many single threads which tend to constitute liberal education—to give meaning and direction to one's search for personal freedom. Students would be expected to make use of a wide variety of library materials and to pursue topics of special interest on an individual or group basis. From the Culture of Ancient Greece through the Middle Ages.

219. (Humanities) Music, Art, and
Ideas II/(3).W;S.

A continuation of Humanities 218. From the Renaissance to the present.

228-229-230. Advanced Voice Class/
(1-1-1).F-W-S.

A continuation of beginning voice class, including appropriate vocal literature adapted to the student's individual needs and progress. Prerequisite: Music 128-129-130. Lecture and demonstration, two hours.

248. Independent Study/(1-6).
F;W;S;SS.

301-302-303. Music for Classroom
Teachers/(2-2-2).F-W-S;SS.

These courses are designed to increase the musicianship of the prospective elementary teacher and to develop an adequacy in music teaching methods. Performance examinations will be given on all phases of work where required. Lecture and demonstration three hours. 301 is prerequisite for 302 and 303.

304-305-306. Music History/
(3-3-3).F-W-S.

A comprehensive study tracing the evolution of music as an art. Emphasis is placed upon the parallel development of the various arts in their relation to music against the cultural background of history with suggestion for social and political understanding.

309. Piano Pedagogy/
(3).On Demand.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

316. Conducting/(2).F.

A study of the fundamentals and techniques of conducting. Lecture and demonstrating three hours.

317-318. Conducting Practicum/
(1-1).W-S.

Supervised conducting experience of choral and/or instrumental ensembles.

321. Hymnody/(2).W.

A study of the hymn as it is used in the church's worship. An examination of the theology of the hymn texts as well as criteria for good hymn tunes will be presented. Offered in 1972-73.

322. Organ Literature and Service
Playing/(3).F.

A survey of the main stream of organ literature. Laboratory experience in playing for services of worship, including chant accompaniment, hymn playing, anthem accompaniment, and simple improvisation.

348. Independent Study/(1-6).
F;W;S;SS.

391-392-393. Honors Independent
Study in Music/(3-3-3).F-W-S.

402. Elementary Counterpoint/(3).W.

A course in elementary counterpoint approached through writing, discussion, and analysis of species counterpoint. Lecture and demonstration four hours.

403. Choral Arranging/(2).W.

The technique of arranging for school choral groups including the problems of voice range, quality, flexibility, stamina, and tessitura. Lecture and laboratory three hours.

404. Instrumental Arranging/(2).S.

A study of the instruments of the band and orchestra in regard to range, tone quality, and appropriate use in instrumental ensembles, including practice in arranging. Lecture and laboratory three hours.

405. Form and Analysis/(3).S.

A study of various forms of composition including forms, dance forms, rondo and sonata forms. Lecture and demonstration four hours. Prerequisites: Music 101-102-103, 201-202-203, 402.

406. Fundamentals of Composition/
(3).On Demand.

A course in composition designed to provide writing experience in the important musical forms. Prerequisite: Music 402, 405 or permission of instructor.

407. Instrumental Solo Literature/
(3).On Demand.

A comprehensive study of the basic literature, including the aspects of style, idioms and technical requirements.

408. Vocal Solo Literature/
(3).On Demand.

A survey of solo literature with special attention given to the interrelations of poetic text, vocal line and instrumental part. Emphasis will be placed on the stylistic and technical demands of the music as well as on musical accuracy.

416. Senior Recital/
(0,1 or 2).F;W;S.

One hour credit for half-recital. Two hours credit for full recital. Performance majors may sign up for 0 credit only.

417. Instrumental Pedagogy/
(3).On Demand.

Focus on the application of effective pedagogy in the applied area. Includes survey of research in teaching, observing, and practicum with private students.

418. Vocal Pedagogy/
(3).On Demand.

A study of the teaching of the fundamentals of voice production and materials and its presentation to individuals and groups. Observation and practicum with students.

419. Organization and Philosophy of Church Music/(3).W.

Organizational principles of a comprehensive church music program. A brief study of the philosophy of the art form of music and how it relates to theological concepts will be presented.

420. Church Music Methods and Materials/(2).F.

A discussion of the methods of conducting the various musical activities in the church and a survey of the materials to be used.

421-422-423. Church Music Field Work/(1-1-1).On Demand.

The student will be responsible for all or part of a music program in an organized local church. Periodic visits to the church will be made by the professor, who will attend rehearsals or services and evaluate the student's work. Private or group conferences will be held with the professor, who will give guidance to the student.

424-425-426. Supervised Piano Teaching/(2-2-2).On Demand.

Supervised individual instruction under the direction of one of the piano faculty for three quarters. One hour seminar and two hours practicum. Required for piano pedagogy majors. Prerequisite: Music 309.

451. Choral Literature/(3).S;SS.

A study of choral literature for mixed chorus, girls' glee club, boys' glee club, small ensembles, and church choirs.

452. Piano Literature/(3).On Demand.

The study of the literature for piano from the pre-Bach to the present day through performance, analysis, and recordings.

453. Concert Band Literature/
(3).On Demand;SS.

A study of the development of the Wind Band and its literature. Significant original compositions and transcriptions with emphasis on 20th Century works.

454. Problems in Elementary School Music/(3).S;SS.

Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children.

455. Instrument Repair and Adjustment/(3).S;SS.

The repair and care of string, wind, and percussion instruments.

456. Opera Literature/
(3).On Demand;SS.

Operatic development and literature from the Baroque period to the present day. Representative works will be studied visually and aurally. Attendance at live performances required.

457. Chamber Music Literature/
(3).SS. On Demand.

Instrumental ensemble music from the early 18th Century to the present, with special emphasis on the development of the string quartet as a musical form.

458. Symphonic Literature/
(3).SS. On Demand.

A comprehensive study of the development of the symphony from the Mannheim school to the present through analysis of selected works.

460. Band Pageantry/(3).W;SS.

A study of the fundamentals of marching, precision drilling, formations, and maneuvering; the planning of football shows and parades.

461. Piano Workshop/(3).SS.

462. Instrumental Workshop/(3).SS.

469. Music Education Workshop/
(3).SS.

An intensive course in modern methods of music education for superintendents, principals, supervisors, music teachers, classroom teachers, and physical education teachers.

470-471-472. Field Studies in Elementary Music Education/
(3-3-3).F-W-S.

An examination of the basic methods, materials, activities, and techniques of music education, designed to develop those competencies necessary to carry forward a music program in the public schools. Aimed specifically toward selected in-service classroom teachers who possess some knowledge of and interest in music.

491. Honors Project in Music/
(3).F;W;S.

Graduate Courses

500. Bibliography and Research/
(3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate music students. *Staff*.

501. Survey of Music to 1600/
(3).F;SS.

A study of the development of music from that of the ancient Greeks through that of the Renaissance. *Erneston*.

502. Music of the Baroque Era/
(3).W;SS.

A comprehensive study of the music of western civilization during the Baroque Era, from the Camerata through Bach and Handel. *Erneston*.

503. Music of the Classic and Romantic Periods/(3).S;SS.

A comprehensive study of the music of western civilization during the Classic and Romantic periods, from the Mannheim school through Wagner. *Erneston*. Alternate years.

504. Music of the Twentieth Century/(3).S;SS.

A comprehensive study of contemporary music from Impressionism and Realism to the present day. *Erneston*. Alternate years.

505. Advanced Conducting/(3).W;SS.

Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects. *Spencer*.

506. Analytical Technique I/(3).F;SS.

A comprehensive review of theory and the development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony and form. Five hours per week. *Disbrow*.

507. Analytical Technique II/
(3).SS.(On demand).

A continuation of Music 506 from Beethoven to early contemporary. Five hours per week. *Disbrow*.

510-511-512. Applied Music/
(1-1-1).F-W-S;SS.

One 30-minute individual lesson and six practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee. *Staff*.

513-514-515. Applied Music/
(2-2-2).F-W-S;SS.

Two 30-minute individual lessons and twelve practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee. *Staff*.

516. Music Activities in the Elementary School/(3).F;SS.

Designed for the classroom teacher and covering a five-point program for children; singing, playing, creating, listening, and rhythmic activities. *Fox, Mears, Justice*.

517. Music in Secondary Schools/
(3).SS.

A study of the function and role of general music in modern secondary schools, including music curriculum problems, instructional materials, and methods. *Mears, Fox*.

518. American Music/(3).SS.

The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. *Staff*.

519. String Pedagogy/(3).SS.

Fundamental principles in playing and teaching orchestral stringed instruments. Designed for the graduate student who has had little or no training in strings

but who wishes to prepare himself for beginning string work. *Dellinger*.

520. Woodwind Pedagogy/(3).SS.

Survey of techniques, practices and materials for teaching the woodwind instruments. *Spencer*.

521. Brass Pedagogy/(3).SS.

Survey of techniques, practices and materials for teaching the brass instruments. *Isley*.

522. Graduate Ensemble/(0).F;S;SS.

Participation in one of the instrumental or choral ensembles. *Staff*.

531. Seminar in Music/(3).F;SS.

A review of the philosophy and practice in music education; reading of current studies, articles, books. *Logan, Spencer*.

548. Independent Study/(1-6).
F;W;S;SS.

550. Master of Arts Thesis/
(6).F;W;S;SS.

MUSIC PERFORMING GROUPS

A major in music must participate in instrumental and/or choral organization for a minimum of eleven quarters. He may participate in more than one ensemble each quarter but may not receive more than eleven elective quarter hours toward graduation for participating in ensembles.

170. Marching Band/(1).F.

The marching band functions in cooperation with the athletic program during the football season. It appears in pep rallies, all home games, parades and several out-of-town games. Membership is open to all students who play band instruments. The band customarily meets for one week prior to the beginning of the fall term.

All students interested in performing should contact the director for information concerning the early fall practice. Majorette try-outs are held in the spring prior to the fall term. Instruments and uniforms are furnished free of charge. Rehearsal five hours.

171. Symphonic Band—Wind Ensemble/(1).W;S.

The Symphonic Band forms an integral part of university life and is a campus-wide organization. Membership is open to all students who play band instruments. The band is a valuable laboratory for instruction in wind instruments. A wind ensemble is formed of select musicians by audition and rehearses separately. Concerts are given by both groups during the year on campus and the Wind Ensemble tours to various cities during the spring. Rehearsals three and one-half hours for each group.

172. University Singers/(1).F;W;S.

The Singers accept students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. A major oratorio or opera is presented each year, and concerts are given locally and throughout the state.

173. Women's Glee Club/(1).F;W;S.

The Women's Glee Club is open by audition to all women students who desire to sing. Rehearsals two hours.

174. University Symphony Orchestra/(1).F;W;S.

The Orchestra is open to all students who have ability and experience in playing any orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic, and interpretive demands of the compositions per-

formed. The Orchestra appears in concert several times during the year. Rehearsals three hours with additional sectional rehearsals.

175. Madrigal Singers/(1).F;W;S.

A select group of twelve voices who sing madrigal literature of the 16th century and the chamber literature of all styles. Selection is based on audition. Rehearsal two hours.

176. Piano Ensemble/(1).F;W;S.

Supervised study and performance of duo-piano literature. Rehearsals two hours.

177. Men's Glee Club/(1).F;W;S.

The Men's Glee Club is open to all men students who desire to sing and may be elected for credit or as extra curricular activity. Rehearsal two hours.

178. Accompanying/(1).F;W;S.

Supervised study of accompanying vocal and instrumental soloists. Rehearsal three hours.

179. Small Ensembles/(1).F;W;S.

Small Ensembles are open to all qualified students upon audition. Typical Ensembles are the brass choir, clarinet choir, stage band, string quartet, and baroque ensemble. Rehearsal two hours.

180. Performance Seminar/(0).F;W;S.

A weekly seminar in solo recitals covering all aspects and problems of public appearances. Required of all music majors.

181. Piano Repertoire/(1).F;W;S.

A studio class in which participants gain poise in performance and broaden their knowledge of the literature of the instrument. One hour.

182. Vocal Repertoire/(1).F;W;S.

The study of the art song and solo materials from operas, cantatas and oratorios through observation, performance, analysis and study of the historical back-

ground of music from the 17th Century to the present.

183. Italian Diction/(1).On Demand.

The principles and practice of Italian pronunciation in singing.

DEPARTMENT OF SPEECH

Charles E. Porterfield, Chairman

The objectives of the Department of Speech are to prepare those who are planning careers as teachers of speech or as speech and hearing clinicians; to provide a broad background of information and develop speech skills needed by those students planning to enter other professions; to provide for the University community the cultural influence and entertainment of good theatre, debates and discussions of current issues, the therapeutic services of a speech and hearing clinic, and the informative and entertaining programs of radio.

The Department of Speech offers a diversified program of courses in the areas of drama, public address, speech pathology, radio broadcasting, and oral interpretation. The department supports a co-curricular program including competitive intercollegiate forensics, The University Theatre, and the ASU Radio Station. Also, the department actively supports student organizations which are related to speech, such as Appoliday Players, Alpha Psi Omega Dramatics Society, Speech Communication Habilitation Club, Debate Union, Broadcasting Club, and Pi Kappa Delta Forensic Society. Speech majors are expected to participate in dramatics, forensics, and broadcasting activities.

A minor in speech consists of 21 quarter hours above the 100 level and must include: 201, 206, 255, 308, and nine quarter hours in speech electives.

For the Bachelor of Arts degree with concentration in general speech a major consists of 46 quarter hours above the 100 level. This must include: 201, 206, 208, 215, 255, 304, 305, 310 or 311 or 312; 19 additional hours in speech; and English 307 or 401.

For the Bachelor of Arts degree with concentration in speech pathology a major consists of 46 quarter hours above the 100 level. This must include: 201, 206, 208, 215, 304, 305, 450, 451, 452, 453 or 466, 458; five additional hours in speech; Biology 475; and English 307 or 401.

For the Bachelor of Arts degree with concentration in theatre, a major consists of 46 hours above the 100 level. This must include Speech 202, 206, 208, 209,

303, 310, 311, 312, 402, 463, 464; six additional hours in speech; six hours from English 452, 453, 460; and one hour from Physical Education 127 or 205.

For the Bachelor of Science degree and certification as a teacher of speech, a major consists of a minimum of 55 quarter hours above the 100 level. This must include: 201, 205, 206, 208, 215, 255, 301, 304, 305, 308, 309, 310 or 311 or 312, 402, 450 or 451 or 452; 9 additional hours of speech; English 307 and three hours in English or sociology or psychology. The department recommends that students in this curriculum use electives to acquire a teaching competence in a related field, particularly in English. (See requirements for certification, page 171).

For the Bachelor of Science degree and certification in speech correction (speech and hearing), a major consists of a minimum of 55 quarter hours above the 100 level. This must include: 304, 305, 450, 451, 452, 453, 457, 458, 459, 466, Biology 475, Counselor Education and Reading 460 or Psychology 205, Psychology 202, 455, and a minimum of 11 hours selected from Speech 201, 202, 308, 456, Childhood Education 451, Counselor Education and Reading 472, 478, 479, Psychology 320, 321, 322, 364, 365, 375, 376, 452, 456.

Students in this program should elect Psychology 201 as part of their General College curriculum. Requirements for certification in this area consist of Childhood Education 301, 302, 303, 320, Psychology 301, 302, 303, 450, and 460. The department recommends that the students in this curriculum use as electives the courses in related areas that are required for certification by the American Speech and Hearing Association.

A graduate program leading to the Master of Arts in speech pathology is offered. To enter this program a student must have completed a minimum of 18 quarter hours in courses acceptable toward certification by the American Speech and Hearing Association. To receive this degree the applicant must meet the academic requirements for certification by A.S.H.A. This stipulation may require a student to take more than 45 hours including a thesis or 54 hours without thesis, the minimum required of all graduate students. Consult the department for further details.

COURSES OF INSTRUCTION IN SPEECH

(For a description of the notation used in the following list of courses, see p. 208.)

010. Speech Laboratory/
(0).F;W;S;SS.

Instruction in pronunciation, articulation, and voice; therapy for students with problems of speech; speech-reading lessons for students with hearing loss.

101. Fundamentals of Speech/
(3).F;W;S;SS.

Introduction to the theory and practice of public address with emphasis on standard pronunciation, distinct articulation and the proper use of the voice in speaking. When deemed advisable by the instructor a grade of incomplete may be given to be removed by work in the clinic or laboratory, or by taking another speech course.

201. Public Speaking/(3).F;W;S;SS.

The principles of effective public speaking; preparation and presentation of different types of speeches.

202. Voice and Diction/(3).W;S.

Instruction and practice in voice production and articulation; analysis of regional speech differences and standards.

203. Fundamentals of Acting/
(3).F;SS.

Study of breath, voice, and body control, and the physical preparation necessary for acting.

205. Argumentation and Debate/
(3).F.

A study of the principles of argumentation and debate; analysis briefing, evidence, reasoning, and refutation; class debating on vital questions.

206. Interpretative Reading/(3).W.
Oral interpretation of literature.

208. Play Production/(3).F.

An introduction to the technical problems of play production; survey of scene design and construction, lighting, make-up, and costuming. Current college theatre production used as a demonstration workshop.

209. Scene Design and Construction/
(3).W.

Elementary application of design principles to scenic design, basic construction techniques; current production used as a workshop. Not offered 1972-73.

210. Stage Lighting/(2).S.

A study of the use of conventional lighting instruments in play production, color in light design, lighting in the round and outdoor theatres; current production used as a workshop.

215. History and Development of
Broadcasting/(3).F;W.

Study of the history and development of radio-television with emphasis on technical, economic, legal, and social aspects.

216. Introduction to Broadcasting
Procedures/(3).W.

Radio broadcast procedures; program types and standards; laboratory practice in radio speaking; production of programs for the Appalachian Radio Workshop.

217. Introduction to Theatre/
(3).F;S;SS.

A non-technical course for students with little or no theatrical background. A survey of all phases of the theatre.

218. Radio and Television News Reporting/(3).S.

News gathering, research, writing and presentation in the electronic mass media.

A foundation in news ethics plus concentration on news style and technique for effective presentation.

248. Independent Study/(1-6).
F;W;S;SS.

255. Introduction to Persuasive Speaking/(3).W.

Survey of the theories of persuasive speaking and audience analysis. Practice in the preparation and delivery of speeches to persuade. Prerequisite: Speech 201, 205 or permission of instructor.

300. Speech Activities/(1).F;W;S.

A student may earn one hour of credit for every three quarters of participation in the following activities: forensics, interpretation, radio, and theatre. Although more hours may be earned, only four may be counted toward graduation requirements. Make arrangements through department chairman prior to registering.

301. Classical Rhetoric/(3).F.

Study of the foundations and development of Rhetorical Theory during the classical period. Special emphasis is given to Plato, Aristotle, Cicero, and Quintilian. Not offered 1972-73.

302. Play Directing/(3).W;SS.

Directing techniques for proscenium theatre, including coaching the actor, problems in educational theatre, analysis of scripts, and theories of directing. Each student will direct at least one scene or a one-act play.

304. Introduction to Speech Correction/(3).F;S.

A survey of normal speech development and speech problems which are encountered by the classroom teacher; some attention to speech therapy.

305. Phonetics/(3).F;W.

The phonetic basis of English speech sound, using the International Phonetic Alphabet; regional dialects and standards of pronunciation.

306. Acting II/(3).W.

The study of the psychological and interpretative approach of the actor toward the various styles of acting; studio production of scenes. Prerequisites: Speech 203 and/or by permission of the instructor.

307. The Bases of Speech and Hearing/(5).F.

Survey of the sciences as they relate to speech and hearing; physiology, neurology, physics, linguistics, genetics, psychology, phonetics and semantics.

308. Discussion and Conference Techniques/(3).F.

Theory and principle of group processes as they are used in democratic decision making. Practice in organizing, leading, and participating in various forms of discussion and conference.

309. Parliamentary Procedure/(1).F.

History of parliamentary procedure. Function of parliamentary practice in a democratic society. Study of how to create a new organization with a constitution, bylaws, and standing rules. How to conduct a meeting, keep motions in proper order, discuss an issue, vote.

310. History of World Theatre I/(3).F.

The study of theatre styles and plays from the Greek theatre through 1576. Not offered in 1973-74.

311. History of World Theatre II/(3).W.

The study of theatre styles and plays from 1576 to the end of the 19th century. Not offered in 1973-74.

312. History of World Theatre
III/(3).S.

The study of theatre styles and plays in the 20th century. Not offered in 1973-74.

314. Play Production II/(3).W.

An analysis of color, line, shape and materials involved in scenery and costuming. Prerequisite: Speech 208 or by permission of instructor.

315. Writing for Radio and
Television/(3).F.

An introduction to the fundamentals of broadcast script writing for documentaries, commercials, adaptations, and creative dramatics for radio and television.

316. Radio and Television Program
Production/(3).S.

Types of programs; practice in casting and producing radio and television programs; use of music, sound effects. Prerequisite: Speech 315 or permission of instructor.

317. Broadcasting in the Public
Interest/(3).S.

A study of government regulating agencies and public interest concepts affecting the broadcast industry and public-at-large. Not offered 1972-73.

348. Independent Study/(1-6).
F;W;S;SS.

351. Business and Professional
Speaking/(3).W.

Basic principles of oral communications applied to the speech needs encountered in the business and professional world. Special emphasis on interviewing, conference speaking and manuscript speaking. Not open to speech majors.

400. Special Topics/(1-3).F;W;S;SS.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposals for this work must be approved by the instructor and the chairman of the department prior to registration. May be repeated for a maximum of nine hours.

406. Advanced Oral Interpretation/
(3).S.

A study of programming, story telling, reading of drama with emphasis on characterization, and Readers Theatre. Prerequisite: Speech 206 or consent of instructor.

415. Broadcast Programming and
Management/(3).F.

A seminar approach to contemporary programming techniques for broadcasting including programming analysis, development, and implementation in real and hypothetical situations. Emphasis on management functions of audience analysis, selection of formats, financial considerations, engineering problems, and personnel planning. Not offered 1972-73.

416. Advanced Radio Production/
(3).S.

Primary focus on actual lab production of radio scripts and documentaries for broadcast on the university radio station. Prerequisite: Speech 415.

450. Rehabilitation of Articulatory
Defects/(3).W.

Study of etiologies, diagnosis, and treatment. Prerequisite: Speech 304 or permission of instructor.

451. Rehabilitation of Voice Disorders
and Cleft Palate/(3).S.

Study of etiologies, diagnosis, and treatment of these and related disorders. Pre-

requisite: Speech 304 or permission of instructor.

452. Rehabilitation of Stuttering and Allied Disorders/(5).F.

Review of modern theories and therapies; nature, causes, development diagnosis, and treatment of stuttering. Prerequisite: Speech 304 or permission of instructor.

453. Audiometric Testing/(3).F.

A study of the fundamentals of audiometric testing; the nature, causes, and diagnosis of hearing difficulties; programs and methods employed in the conservation of hearing. Supervised practice in basic audiometric procedures.

456. Creative Dramatics/(3).S.

A course designed to aid the potential teacher in using drama as a creative teaching technique. Practice in selecting and acting out stories and poems. Not offered in 1973-74.

457. Professional Standards and Procedures/(1).F;W;S.

The ethical responsibility of the professional in speech with special consideration given to non-academic requirements and practices. May be repeated for a total of two hours. Prerequisite: Permission of instructor.

458. Clinical Practice in Speech Correction/(1-3).F;W;S;SS.

Supervised observation, planning, and practice in therapy. A minimum of thirty hours in the clinic is required for each academic hour of credit. May be repeated for a total of six quarter hours. Prerequisite: Permission of instructor.

459. Student Practice in Speech/(6).F;W;S.

Experience in the practice of speech correction in a school setting under super-

vision approved by the Director of the Speech Clinic. Required of students seeking certification as a special education teacher of speech and hearing. Thursday afternoons, 3:30 to 5:00, must be kept free for critiques with the supervising clinician. Prerequisite: Speech 458 or consent of instructor.

460. Speech Problems of Exceptional Children/(3).W.

Speech problems associated with mental retardation; neuromuscular disorders, hearing loss. Prerequisite: Speech 304 or consent of instructor.

461. Speech Correction for the Classroom Teacher/(3).F;SS;Ex.

A survey of the speech and hearing problems of school children. Required in majors in special education who have not had Speech 304.

462. Educational Theatre Techniques/(3).On Demand.

Designed to teach practical production techniques to those who produce plays in high schools and junior high schools.

463. Acting III/(3).On Demand.

An in-depth study of the creating of a role and analysis of character. Prerequisite: Speech 203, 306 and previous participation in at least one production of the University Theatre and/or by permission of the instructor.

464. Advanced Play Directing/(3).On Demand.

Study of how to correlate the director's analysis of the script with the playwright's intention, the stage facilities and the actor. Forms of theatre presentation other than proscenium will be explored. Prerequisite: Speech 203, 302, and 306, and participation in at least one University Theatre production, or with the permission of the instructor.

466. Introduction to Hearing
Rehabilitation/(3).W.

Survey of auditory training procedures, methods of amplification and the teaching of speech reading to children. Prerequisite: Speech 453 or consent of instructor.

470. Theatre Organization and
Management/(2).F.

A study of the business procedures in the theatre including box office, publicity, and the handling of the house. Laboratory work in these areas on current productions. On demand.

475. Modern Forensic Program/
(3).On Demand.

Designed to prepare students to conduct a forensic program including planning, coaching, and judging at the secondary level.

479. Speech Composition/
(3).On Demand.

Intensive practice in composition and delivery of various types of speeches for different occasions. Emphasis on speech structure and oral style.

480. Communication Theory/(3).F.

Treats listening theory, discussion theory, general semantics, the philosophy of measurement and new dimensions in speech as reported in the literature of the field.

481. History and Criticism of American Public Address—I/(3).S.

A critical study of American speakers from the Revolutionary period to 1865. Emphasis is given to the rhetorical craftsmanship exhibited in the speeches and the affect of the speeches upon American history.

482. History and Criticism of American Public Address—II/(3).S.

A critical study of American speakers from 1865 to 1920. Emphasis is given to the rhetorical craftsmanship exhibited in the speeches and the affect of the speeches upon American history.

Graduate Courses

500. Research and Bibliography/
(3).On Demand.

A study of the procedures designs and methods of reporting in speech research. Required in the first quarter of graduate study. *Staff.*

501. Development of Language and
Speech/(3).F.

Language growth from the first vocalization of the expression of abstract thought, including a consideration of factors that interrupt or hinder language acquisition, methods of encouraging development, and guidance for parents. Prerequisites: Speech 305, and 451 or 452 or consent of instructor. *Auston, Palmer.*

502. Psychology of Communication/
(5).W.

A study of the origin of speech and language, the psychological aspects of speech, the inter-relationships between speech and personality. *Auston, Palmer.*

503. Rhetorical Theory/
(3).On Demand.

Study of classical, medieval and modern rhetorical theoreticians from Corax to Whately. *Porterfield.*

507. Education of the Acoustically
Handicapped/(3).F;SS.

History of the education of hearing handicapped persons. Study of the social development of the hearing impaired

from birth through adulthood. (Same as Childhood Education 507) *Palmer*.

508. Advanced Clinical Practicum/
(1-3).F;W;S;SS.

Supervised clinical practice requiring a minimum of thirty-five hours in the clinic for each hour of credit. Emphasis is on evaluating and improving both the student's techniques and his interpersonal relationships. May be repeated for a maximum of nine quarter hours. Prerequisite: Speech 458 or consent of instructor. *Staff*.

510. Rehabilitation of Language Disorders in Children/(5).S.

A survey of causes, principles of differential diagnosis, and treatment. Prerequisite: Permission of instructor. *Palmer*.

515. Rehabilitation of Hearing I/
(3).W.

Study of the physics of sound, hearing disorders, auditory training, and methods of amplification. Prerequisite: Speech 453 or permission of instructor. *Meador, Palmer*.

516. Rehabilitation of Hearing II/
(3).S.

Study of the problems involved in speech reading, methods of instruction, preparation of lesson plans for children and for adults. Prerequisite: Speech 515 or permission of instructor. *Meador, Palmer*.

520. British Public Address/
(3).On Demand.

Historical-Critical Study of leading British speakers from Pitt to Churchill with emphasis upon how their speaking affected English History. *Auston*.

522. Contemporary Public Address/
(3).On Demand.

Critical analysis of outstanding speakers of the 20th century with special reference to the influence of their rhetoric on the issues of the period. *Porterfield*.

530. Linguistic Foundations of Speech/
(3).On Demand.

Study of structural linguistics, the evaluation of language, and the theories of the development of spoken language in the race. *Auston*.

531. Semantics/(3).On Demand.

Study of the psychology of meaning in language with special reference to emerging disciplines and theories. *Auston*.

535. Voice Science/(3).On Demand.

The psycho-physics of speech, experimental phonetics, methods and levels of measurement in speech. *Meador, Palmer*.

540. Seminar in Speech Pathology/
(3).On Demand.

Reports of research projects, recent developments, current literature and trends. Prerequisite: Consent of instructor. May be repeated for a maximum of nine hours. *Staff*.

545. Methods of Diagnosis/
(1-3).F;W;S.

A combination of study and practice in the procedures and techniques involved in the diagnosis of speech disorders, preparation of case history and speech evaluation reports. Problems of sharing information with other disciplines. Observations in other disciplines. Two hours of lecture and discussion, and for each additional hour of credit a two hour laboratory period consisting of observing and participating in both diagnostic procedures and staffing. Prerequisite: Speech 450, 451, 452, or consent of instructor. *Meador*.

548. Independent Study/(1-6).
F;W;S;SS.

Graduate students with an approved subject of investigation may register for this

course. May be repeated for a maximum of six quarter hours.

550. Master of Arts Thesis
(6).F;W;S;SS.



The Graduate School

THE GRADUATE SCHOOL

Cratis D. Williams, Dean



The Graduate School at Appalachian State University was organized in 1948. By the end of the summer of 1971 a total of 5,031 master's degrees had been awarded. There were 3,093 persons enrolled in graduate school in the summer of 1971 and 1144 in the fall quarter of 1971-72. The graduate programs at Appalachian are nationally known. Among the 390 awarded graduate degrees in 1971 were 231 graduates of other institutions and 126 out-of-state students.

On February 26, 1949, graduate study at Appalachian was approved by the American Association of Colleges for Teacher Education. Programs leading to certificates based on the master's degree are approved by the National Council for Accreditation of Teacher Education. The Graduate School has been a member of the Council of Graduate Schools in the United States since 1961.

The Graduate School, organized to provide facilities for advanced study leading to master's degrees, Certificates of Advanced Study, and specialist's degrees, offers programs of graduate work during the summer session and the three quarters of the regular session. Late afternoon, evening, and Saturday morning courses are scheduled for commuters and part-time students. Extension courses are offered in the region which Appalachian serves. A maximum of nine quarter hours may be earned in a five-week summer term and fifteen quarter hours in a quarter in the regular session. Up to nine hours of degree credit may be offered through extension and/or by transfer from another accredited graduate school.

The primary purpose of graduate study is to offer capable students opportunities and facilities for advanced study and research in their fields of specialization. The graduate programs are designed to develop or extend significantly specialization in academic, professional, or interdisciplinary areas. One of the functions of the Graduate School is to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Arts degree is designed to prepare teachers for the following types of positions: Superintendent, Principal, General Supervisor, Supervisor of Student Teaching, School Librarian, Secondary School Teacher, Elementary School Teacher, School Counselor, School Musician, Reading Specialist, Audiovisual Specialist, Junior College Teacher, Special Education Teacher, Speech Correction Specialist. A second function is to give an opportunity for academic training beyond the bachelor's degree to persons not interested in professional education. For these, programs leading to the Master of Arts degree in English, geography, history, mathematics, political science, psychology, or clinical psychology and the Master of Science degree in biology or chemistry have been approved.



Specialist in Education programs are offered in Educational Leadership, Elementary Education, and Higher Education. A minor consisting of 18 to 24 quarter hours of advanced graduate work in an academic area or in counseling, reading education, or educational media may be included in Ed.S. programs in Elementary Education and Higher Education. The Specialist in Science degree is available in biology.

Courses which have been approved for graduate credit by the curriculum committee of the college, the Academic Policies and Procedures Committee and the Graduate Council constitute the graduate offerings. Majors are provided in Audiovisual Education, Biology, Chemistry, Counseling, Economics and Business, English, Elementary Education, French, Geography, Higher Education, History, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Political Science, Psychology, Clinical Psychology, School Administration, School Supervision, Special Education, Speech Correction, Reading Specialization, Supervision of Student Teaching, Social Science, and Spanish. Minors are available in Art, Junior College Education, Philosophy and Religion, Physics, Secondary Education, Sociology, Speech and Drama.

The graduate faculty, consisting of 200 members in the fall of 1971, includes 152 who hold doctoral degrees from outstanding universities. The remainder are specialists in their fields or holders of terminal degrees in their disciplines. The library holdings, housed in the new Belk Library, include approximately 300,000 volumes and are being supplemented currently at the rate of 20,000 volumes a year.

Graduate programs are described fully in the Graduate School Bulletin. For a copy of the bulletin and application materials, write to the Director of Graduate Admissions.





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B.A., North Texas State University; M.A., Texas Technological University.
- Hans G. Heymann (1969) Professor
B.A., Friedrich Wilhelm College; M.A., Ph.D., University of Frankfurt.
- Maynard John Higby (1967) Associate Professor
B.S., Clemson University; M.A., Ph.D., University of South Carolina.
- Susan W. Hilton (1971) Instructor
B.A., M.A., Stetson University.
- Oscar D. Holton, Jr. (1968) Associate Professor
B.A., Wayland College; M.A., Ph.D., Texas Technological University.
- Daniel F. Hurley (1969) Assistant Professor
B.A., The Sulpician Seminary of the Northwest; M.A., Louisiana State University.
- Susan H. Logan (1966) Associate Professor
A.B., M.A., University of Georgia; Ph.D., Florida State University.
- John Pender MacBryde (1962) Associate Professor
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill.
- Betty H. McFarland (1962) Instructor
B.S., M.A., Appalachian State University.
- Mary R. Moore (1967) Professor
B.S., Western Michigan College; M.S., Ed.D., Indiana University.
- Laurie Tully Reed (1966) Assistant Professor
A.B., M.A., University of North Carolina at Chapel Hill.
- Sam George Terry (1971) Assistant Professor
B.A., Baylor University; Ph.D., Florida State University.



Clemma Carole Trimpey (1971) Instructor
B.S., Middle Tennessee State University; M.A., University of Arkansas.

John Eccles Trimpey (1968) Assistant Professor
B.A., Ball State University; M.A., University of Arkansas; Ph.D., Ohio University.

John James Van Noppen III (1947) Professor
B.A., University of North Carolina at Chapel Hill; M.A., Ed.D., Teachers College, Columbia University.

Wilber Henry Ward III (1971) Assistant Professor
B.A., University of Alabama; M.A., Ph.D., University of Tennessee.

Charles F. Waterworth (1969) Instructor
B.S., Towson State College; M.A., University of North Carolina at Chapel Hill.

John Foster West (1968) Associate Professor
A.B., M.A., University of North Carolina at Chapel Hill.

Rogers Vance Whitener (1959) Associate Professor
B.S., Appalachian State University; M.A., University of Florida.

Cratis Dearl Williams (1942) Professor
and Dean of the Graduate School
A.B., M.A., University of Kentucky; Ph.D., New York University.

Hubertien Helen Williams (1970) Associate Professor
B.A., University of New Mexico; M.A., Ph.D., Bowling Green State University.

Jerry Wayne Williamson (1970) Assistant Professor
B.A., Wayland College; M.A., Ph.D., University of Utah.

DEPARTMENT OF FOREIGN LANGUAGES

James Roy Prince (1960) Professor and Chairman
B.A., University of South Carolina; M.A., Ph.D., University of North Carolina at Chapel Hill.

Jose Antonio Amaro (1967) Professor
B.S., Institute of Secondary Education; M.S., Kansas State Teachers College; LL.D., Doctor of Pedagogy, Havana University.

Carl Herbert Bredow (1964) Associate Professor
B.S., M.A., Columbia University.

Ramon Diaz (1970) Associate Professor
BAC., Oviedo; LIC., DR., FIL. y LET., University of Barcelona.

Patricia Bonin Eargle (1969) Assistant Professor
B.A., University of Chattanooga; M.A., University of Georgia.

- William Morris Evans (1968) Assistant Professor
B.A., M.Ed., University of North Carolina at Chapel Hill.
- Jane Fuller Kauffman (1970) Assistant Professor
B.A., M.A., University of Alabama.
- Helen Elizabeth Latour (1971) Assistant Professor
A.B., Emmanuel College; M.A., Boston College.
- Elton George Powell (1968) Assistant Professor
A.B., Florida Southern College; B.D., Emory University; M.A., University of North Carolina at Chapel Hill.
- Tollie Curtis Ross, Jr. (1969) Assistant Professor
A.B., Wofford College; M.A., University of Georgia.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

- Julian Clifton Yoder (1933) Professor and Chairman
B.S., Appalachian State University; M.A., George Peabody College for Teachers; Ph.D., University of North Carolina at Chapel Hill.
- John Edward Callahan (1970) Assistant Professor
B.A., M.Ed., State University of New York; M.S., University of North Carolina at Chapel Hill.
- Terry Elmer Epperson, Jr. (1962) Professor
B.S., East Tennessee State University; M.S., University of Kentucky; Ph.D., University of Tennessee.
- Ole Gade (1970) Assistant Professor
B.A., M.S., Florida State University.
- William Imperatore (1969) Associate Professor
B.S., Slippery Rock State College; M.A., Ed.D., University of Georgia.
- F. Kenneth McKinney (1968) Assistant Professor
B.S., Old Dominion College; M.S., Ph.D., University of North Carolina at Chapel Hill.
- Leland L. Nicholls (1971) Instructor
B.A., M.A., Colorado State College; Ph.D., University of Tennessee.
- Robert Ellis Reiman (1963) Professor
and Director of Institutional Research and Development
B.S., M.A., Ph.D., Florida State University.
- H. Daniel Stillwell (1971) Professor
B.S., M.F., Duke University; Ph.D., Michigan State University.
- Fred Webb, Jr. (1968) Associate Professor
A.B., Duke University; M.S., Ph.D., Virginia Polytechnic Institute.
- Roger Andrew Winsor (1971) Instructor
B.S., Shippensburg State College; M.A., Arizona State University.



DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Lawrence Edward Horine Professor and Chairman
B.S., M.A., Ed.D., University of Colorado.

Evan H. Ashby (1970) Associate Professor
and Director of Medical Services
B.S., Randolph Macon College; M.D., University of Virginia School of
Medicine.

Joan Askew (1965) Assistant Professor
B.S., Auburn University; M.S., University of Tennessee.

James Brakefield (1971) Associate Professor
B.A., Centre College; M.A., William & Mary College.

William C. Buchanan (1971) Instructor
B.S., M.Ed., William & Mary College.

Vaughn Kyle Christian (1971) Assistant Professor
B.A., M.A., George Peabody College; Ed.D., Louisiana State University.

William Claude Clinebell (1971) Assistant Professor
B.Ed., M.Ed., University of Toledo.

Fisher DeBerry (1971) Instructor
B.A., Wofford College; M.Ed., University of Pittsburgh.

Eric Brooks DeGroat (1959) Associate Professor
B.S., Springfield College; M.A., New York University.

Colette Sue Garrison (1970) Assistant Professor
B.S., Slippery Rock State College; M.S., The University of Akron.

Antony Gray (1969) Instructor
B.S., M.A., Appalachian State University.

Jack William Groce (1965) Instructor
B.S., M.A., Appalachian State University.

Melvin H. Gruensfelder (1969) Assistant Professor
B.S., M.S., University of Illinois.

Cleone Haynes Hodges (1938) Associate Professor
A.B., Louisiana State Normal College; M.S., Louisiana State University.

Francis Lentz Hoover (1945) Professor
B.S., Appalachian State University; M.A., University of North Carolina at
Chapel Hill; Dir. P.E., D.P.E., Indiana University.

Ronald West Kanoy (1966) Instructor
B.S., M.A., Appalachian State University.

- Jay T. Kearney (1971) Assistant Professor
B.S., State University of New York; M.A., University of Maryland.
- Edgar Ole Larson (1968) Professor
B.A., St. Olaf College; M.S., Washington State University; Ed.D., University of Oregon.
- Robert George Light (1957) Assistant Professor
B.S., M.S., Washington University.
- Robert G. Lord (1970) Assistant Professor
B.S., Colorado State University; M.S., Springfield College.
- Charles E. McDaniel (1971) Associate Professor
B.S., M.S., Florida State University; Ph.D., Michigan State University.
- Carl G. Meeks (1958) Professor
B.S., East Tennessee State University; M.A., University of Mississippi; Ed.D., Columbia University.
- Clara Elizabeth Miller (1969) Instructor
B.S., M.A., Appalachian State University.
- William Leroy Steinbrecher (1970) Associate Professor
A.B., B.S., Valparaiso University; M.S., Indiana University; Ed.D., Florida State University.
- Ellen Ball Thomas (1964) Instructor
B.S., Carson-Newman College; M.S., University of Tennessee.
- Roger Evan Thomas (1950) Professor
B.S., M.Ed., Springfield College.
- Rebecca McCotter Tomlinson (1960) Assistant Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers; Dir. P.E., Indiana University.
- Edward Thomas Turner (1968) Associate Professor
B.S., Pennsylvania State University; M.A., Ph.D., University of Maryland.
- Robert Ward (1971) Instructor
B.S., M.A., Appalachian State University.
- Jan Carole Watson (1967) Instructor
B.S., Winthrop College; M.A., Appalachian State University.
- John H. Williams (1969) Assistant Professor
B.A., University of Denver; M.S., University of Washington; Ed.S., Bowling Green State University; M.S. in Public Health, University of California at Berkeley.

DEPARTMENT OF HISTORY

- Roy Carroll (1969) Professor and Chairman
B.A., Ouachita Baptist University; M.A., Ph.D., Vanderbilt University.
- George Peter Antone (1967) Associate Professor
A.B., Brown University; Ed.M., Rutgers University; Ph.D., Vanderbilt University.
- Charles B. Blackburn (1969) Associate Professor
B.S., M.A., Ph.D., Ball State University.
- Hugh Lawrence Bond (1970) Associate Professor
B.A., Lambuth College; B.D., Duke University Divinity School; Ph.D., Duke University.
- Harold Joseph Counihan (1970) Assistant Professor
B.A., Florida Atlantic University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Jefferson Max Dixon (1956) Professor
A.B., M.A., Emory University; Ph.D., George Peabody College for Teachers.
- Edwin Shull Dougherty (1938) Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- Eugene Christopher Drozdowski (1961) Professor
B.A., Alfred University; M.A., Ph.D., Duke University.
- John O. Fish (1968) Assistant Professor
A.B., Lambreth College; M.A., Memphis State University; Ph.D., University of Georgia.
- Lowell C. Green (1968) Associate Professor
B.A., Wartburg College; B.D., Wartburg Seminary; Dr. Theol., University of Erlangen.
- Sheldon Hanft (1969) Assistant Professor
B.A., City College of New York; M.A., Ph.D., New York University.
- David Heisser (1969) Instructor
B.S., College of Charleston; M.A., University of North Carolina at Chapel Hill.
- Rena Caldwell Hoover (1955) Assistant Professor
A.B., Coker College; M.A., Appalachian State University.
- Sandra Ann Horvath (1970) Assistant Professor
A.B., State University of New York; M.A., Ph.D., Catholic University.
- Peter Karavites (1971) Assistant Professor
M.A., University of Chicago; Ph.D., Loyola University.

- Winston L. Kinsey (1969) Assistant Professor
B.A., M.A., Baylor University; Ph.D., Texas Technological University.
- Eloise Camp Melton (1955) Assistant Professor
A.B., East Carolina University; M.A., George Peabody College for Teachers.
- Michael Jonathan Moore (1971) Assistant Professor
B.A., M.A., Ph.D., University of Washington.
- Anne Maurine O'Hora (1966) Assistant Professor
B.A., Good Counsel College; M.A., Columbia University.
- Peter Petschauer (1968) Assistant Professor
B.A., Washington Square College of New York University; M.A., Ph.D., New York University.
- Dennis Patterson Prisk (1971) Instructor
and Assistant to the Director of Extension and Field Services
B.S., Florida State University; M.A., Appalachian State University.
- Robert Wayne Ramsey (1966) Professor
A.B., M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill.
- Alan Jerome Reinerman (1970) Professor
B.S., M.A., Xavier University, Ph.D., Loyola University.
- Carl Augustus Ross, Jr. (1968) Professor
A.B., Berry College; M.A., Ph.D., University of Georgia.
- Donald Bishop Saunders (1971) Instructor
B.A., Davidson College.
- Stephen Joseph Simon (1970) Assistant Professor
B.A., M.A., Xaxier University.
- Samuel Allen Streit (1971) Instructor
B.A., Florence State College; M.A., University of Houston.
- Ina Faye Woestemeyer Van Noppen (1947) Professor
B.S., University of Kansas; M.A., Ed.D., Teachers College, Columbia University.
- Ellsworth Tien-Wei Wu (1968) Professor
B.A., University of Nanking; B.D., Westminster Theological Seminary; Th.M., Eastern Baptist Theological Seminary; Ph.D., University of Maryland.

DEPARTMENT OF HOME ECONOMICS

- Mary Brown Allgood (1961) Professor and Chairman
B.S., Madison College; M.S., Iowa State University.

- Frances Virginia Irons (1968) Assistant Professor
B.S., University of North Carolina at Greensboro; M.S., Virginia Polytechnic Institute.
- Alice Jane Lewis (1970) Instructor
A.B., Meredith College; M.S., University of North Carolina at Greensboro.
- Madge Mozelle Rhyne (1947) Associate Professor
B.S., M.S., University of North Carolina at Greensboro.
- Celia Graham Roten (1966) Instructor
B.S., Appalachian State University; M.S., University of North Carolina at Greensboro.
- Joyce Peterson Stines (1968) Assistant Professor
B.S., University of Arkansas; M.Ed., University of North Carolina at Chapel Hill.
- Mabel Margaret Stoner (1971) Associate Professor
B.S., West Virginia University; M.Ed., Pennsylvania State College.
- Vivian Wood Welborn (1944) Associate Professor
B.S., Georgia State College for Women; M.S., University of Tennessee.
- Janice R. Whitener (1959) Assistant Professor
B.S.H.E., M.S., University of North Carolina at Greensboro.

DEPARTMENT OF INDUSTRIAL ARTS AND TECHNICAL EDUCATION

- Frank Richard Steckel (1962) Professor and Chairman
B.S., M.S., University of North Dakota.
- Robert Arthur Banzhaf (1966) Assistant Professor
B.S., M.Ed., University of Miami.
- William C. Hanner (1970) Instructor
B.S., M.A., Appalachian State University.
- Robert J. Hiltner (1971) Instructor
B.A., University of North Dakota; M.A., Appalachian State University.
- Clyde Charles Owen (1962) Associate Professor
B.S., M.S., Texas College of Arts and Industries.
- Alfred Valentine Rapp (1971) Assistant Professor
B.S., M.Ed., Kent State University.
- Joseph Grayson Sloop (1968) Assistant Professor
B.S., Western Carolina University; M.A., Appalachian State University.



DEPARTMENT OF MATHEMATICS

- Ray Logan Graham (1963) Professor and Chairman
B.S., West Texas State University; M.A.T., Ph.D., New Mexico State University.
- James Monroe Boyte (1970) Assistant Professor
B.S., M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute.
- Golden Thaddeus Buckland (1948) Professor
B.S., M.A., Appalachian State University; D.Ed., Pennsylvania State University.
- Michael Cleveland Carter (1970) Assistant Professor
B.S., M.S., University of Arkansas; Ph.D., University of Georgia.
- Rudy L. Curd (1969) Assistant Professor
B.S., Lincoln Memorial University; M.A., Ph.D., University of Kentucky.
- Harvey Ralph Durham (1965) Associate Professor
and Associate Dean of the Faculties
B.S., Wake Forest University; M.A., Ph.D., University of Georgia.
- G. Marvin Eargle (1969) Assistant Professor
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University.
- Ronald J. Ensey (1969) Associate Professor
B.A., Hardin-Simmons University; M.S., Ph.D., New Mexico State University.
- Frances Stone Fulmer (1961) Assistant Professor
A.B., Winthrop College; M.S., C.A.S., Appalachian State University.
- Rose Emily Gloster (1971) Part-time Instructor
B.S., M.S., The University of Tennessee.
- Walter Axel Hawkinson (1945) Professor
B.S., Washington and Jefferson College; M.A., Appalachian State University.
- Ernest Paul Lane (1970) Associate Professor
B.A., Berea College; M.A., University of Tennessee; Ph.D., Purdue University.
- Arnold D. McEntire (1962) Assistant Professor
B.S., M.A., Appalachian State University.
- Howard William Paul (1970) Assistant Professor
B.A., Capital University; M.A., Bowling Green State University; Ph.D., Ohio State University.

Lynn McIver Perry (1968) Assistant Professor
B.S., M.A.M., Ph.D., North Carolina State University.

Robert Lee Richardson (1966) Associate Professor
B.S., Castleton State College; M.S., University of Notre Dame; Ph.D., University of Florida.

Paul Sanders (1962) Professor,
Vice President for Academic Affairs and Dean of the Faculties
B.A., Southeastern State College; M.S., Ph.D., Oklahoma State University.

Richard Joseph Schalk (1965) Assistant Professor
B.S., University of Maryland; M.A., University of Arkansas.

James Reaves Smith (1968) Assistant Professor
B.S., Ph.D., University of South Carolina.

Starr N. Stacy, Jr. (1935) Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers.

Beauregard Stubblefield (1971) Professor
B.S., M.A., Prairie View University; M.S., Ph.D., University of Michigan.

John F. Williams (1966) Professor
A.B., M.A., University of Tennessee; Ed.D., Columbia University.

DEPARTMENT OF MILITARY SCIENCE

William Thomas Palmer (1971) Professor and Chairman
B.A., Norwich University.

Joseph E. Arnold (1969) Associate Professor
B.A., State University of Iowa.

John W. Beaver (1969) Assistant Professor
B.A., Marshall University.

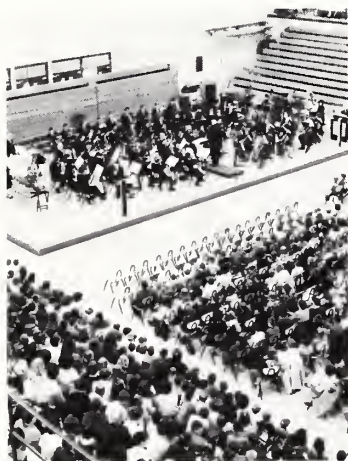
Richard B. Parrott (1969) Assistant Professor
B.S., Sam Houston State Teachers College.

Richard Herbert Torovsky, Jr. (1971) Assistant Professor
B.S., The Citadel.



DEPARTMENT OF MUSIC

William Gilbert Spencer (1951) Professor and Chairman
B.Mus. Ed., Northwestern University; M.A., Ed.D., Teacher's College,
Columbia University.



- Leonard Brendel (1971) Part-time Instructor
B.Mus.Ed., University of North Carolina at Chapel Hill.
- Walton Smith Cole (1951) Associate Professor
A.B., Southwestern at Memphis; M.Mus., University of Arizona.
- James E. Dellinger (1970) Assistant Professor
B.S., M.A., Appalachian State University.
- MacWilliam Disbrow (1966) Associate Professor
B.Mus., M.Mus., Cincinnati Conservatory of Music.
- Nicholas Erneston (1948) Professor
and Dean of the College of Fine and Applied Arts
B.Mus.Ed., Shenandoah Conservatory of Music; M.Mus., Cincinnati Conservatory of Music; Ph.D., Florida State University.
- Elizabeth Fox (1957) Assistant Professor
B.Mus., M.Mus.Ed., North Texas State University.
- Charles Lee Isley, Jr. (1958) Associate Professor
B.S., Davidson College; M.A., Appalachian State University.
- Dennis Alan Johnston (1971) Assistant Professor
A.B., Grinnel College; M.Mus., University of Arkansas.
- Barbara Adele Justice (1965) Assistant Professor
B.S., M.A., Appalachian State University.
- Allen Franssen Kindt (1971) Assistant Professor
B.Mus., Curtis Institute of Music; M.S., Julliard School of Music; DMA, University of Michigan.
- Joseph C. Logan (1966) Professor
and Assistant to the President
B.F.A., M.F.A., University of Georgia; Ph.D., Florida State University.
- Wilfred G. Mears (1968) Professor
B.S., Indiana University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., Florida State University.
- Barbara Newton (1971) Part-time Instructor
B.Mus. Ed., Southern State College.
- William Jackson Newton (1967) Assistant Professor
B.Mus.Ed., Southern State College; M.Mus.Ed., North Texas State University.
- Philip Paul (1966) Assistant Professor
B.Mus., M.Mus., University of Miami.
- Joe Frank Phelps (1971) Instructor
B.Mus.Ed., Indiana University; M.Mus.Ed., Eastern Kentucky University.

- Sandra Robertson (1969) Instructor
B.Mus., Oberlin Conservatory; M.Mus., Indiana University.
- William Hoyt Safrit (1950) Assistant Professor
B.S., M.A., Appalachian State University.
- Eugene Paul Schweiger (1970) Assistant Professor
B.Mus., Boston University; M.Mus., Hartt College of Music.
- Janet Schweiger (1971) Part-time Instructor
B.Mus., Boston University; M.A., Kent State University.
- H. Max Smith (1969) Associate Professor
and Director of the Honors Program
B.Mus., University of Missouri; M.Mus., University of Oklahoma; Doctor
of Sacred Music, Union Theological Seminary.
- Joyce Smith Tallant (1968) Instructor
B.Mus., Louisiana State University; M.A., Appalachian State University.
- Jane Walsh (1971) Part-time Instructor
B.Mus., University of North Carolina at Greensboro.
- Elmer Russell White, Jr. (1963) Assistant Professor
A.B., Marshall University; M.F.A., Ohio University.

DEPARTMENT OF PHILOSOPHY AND RELIGION

- Charles T. Davis, III (1967) Associate Professor and Chairman
B.S., University of Alabama; B.D., Candler School of Theology; Ph.D.,
Emory University.
- Richard Alan Humphrey (1970) Associate Professor
B.A., Cornell College; B.D., Ph.D., Drew University.
- O'Hyun Park (1971) Assistant Professor
B.D., Yonsei University; Ph.D., Temple University.
- Raymond S. Ruble (1970) Assistant Professor
B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin.
- Daniel John Simundson (1971) Assistant Professor
A.B., Stanford University; B.D., Chicago Lutheran Theological Seminary;
Ph.D., Harvard University.
- James Williams Stines (1968) Associate Professor
B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary;
Ph.D., Duke University.
- William Claudius Strickland (1966) Professor
and Dean of the College of Arts and Sciences
A.B., Stetson University; B.D., Th.D., Southern Baptist Theological Seminary.

Mark Edmond Titus (1971) Assistant Professor
B.A., Harvard University; M.A., University of Chicago; Ph.D., Emory University.

Omri Kenneth Webb, Jr. (1962) Professor
and Dean of the General College
B.A., The Citadel; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University.

DEPARTMENT OF POLITICAL SCIENCE

Richter H. Moore, Jr. (1970) Professor and Chairman
B.S., LL.B., University of South Carolina; M.A., Ph.D., University of Kentucky.

Edward Martin Allen, Jr. (1971) Assistant Professor
B.A., Wake Forest University; M.A., University of Tennessee.

Jawad I. Barghothi (1969) Assistant Professor
B.A., M.A., Ph.D., Southern Illinois University.

Robert Edward Chandler III (1971) Instructor
B.A., Appalachian State University; M.A., East Tennessee State University.

Marvin K. Hoffman (1970) Assistant Professor
B.A., Rutgers University; M.A., Ph.D., University of Georgia.

Peyton Albert Hughes (1968) Associate Professor
B.A., M.A., Ph.D., Mississippi State University.

Roland F. Moy (1970) Assistant Professor
B.S., Wisconsin State University; M.A., Ph.D., Ohio State University.

As'ad Adib Rahhal (1970) Associate Professor
B.A., M.A., American University of Beirut; Ph.D., Syracuse University.

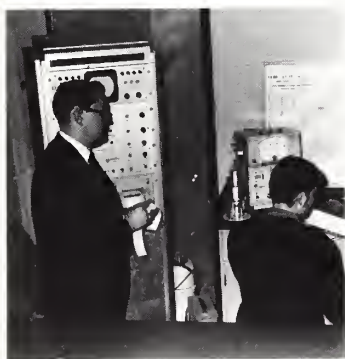
Carl David Sutton (1970) Assistant Professor
B.A., Manchester College; C.P., Indiana University.

Matt Winn Williamson (1970) Associate Professor
B.A., M.A., Ph.D., University of Virginia.

DEPARTMENT OF PHYSICS

Walter Curtis Connolly (1963) Professor and Chairman
A.B., Miami University; M.S., University of Illinois; Ph.D., The Catholic University of America.

Robert Kenneth Franks (1969) Associate Professor
B.S., Carson-Newman College; Ph.D., Virginia Polytechnic Institute.



J. Gordon Lindsay, Jr. (1969) Assistant Professor
B.S., M.S., Ph.D., Virginia Polytechnic Institute.

Robert Clair Nicklin (1967) Associate Professor
B.S., South Dakota School of Mines; Ph.D., Iowa State University.

Thomas Leo Rokoske (1971) Assistant Professor
B.S., Loyola University; M.S., Florida State University.

DEPARTMENT OF PSYCHOLOGY

Basil Garrell Johnson, Jr. (1967) Professor and Chairman
B.A., University of Oklahoma; M.A., University of Tulsa; Ed.D., Oklahoma State University.

Lewis Steven Aptekar (1971) Assistant Professor
B.A., Wayne State University; Ph.D., University of Michigan.

Willard Leon Brigner (1968) Associate Professor
B.A., DePauw University; M.S., Purdue University; Ph.D., Duke University.

Donald L. Clark (1969) Associate Professor
B.A., George Washington University; B.D., Southeastern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D., University of Florida.

Joyce G. Crouch (1967) Associate Professor
B.S., M.A., Tennessee Technological University; Ed.D., University of Tennessee.

Boyd Max Dowell (1967) Professor
B.S., Bob Jones University; M.S., Ed.D., University of Tennessee.

John Daniel Duke (1968) Professor
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill.

Paul A. Fox (1970) Assistant Professor
B.A., Hofstra University; M.A., Ph.D., Southern Illinois University.

Hoyt Melvyn Gilley (1969) Assistant Professor
B.A., Duke University; M.S., Ph.D., Florida State University.

Irvin Morris Kauffman (1969) Assistant Professor
B.A., University of Florida; Ph.D., University of Alabama.

William H. Knight (1971) Professor
B.S., Madison College; B.S., M.S., Ph.D., Michigan State University.

Richard Herbert Levin (1970) Professor
B.S., Rutgers University; M.A., Ph.D., University of Florida.

Henry McDade (1970) Assistant Professor
B.A., Seton Hall University; M.S., Ph.D., Florida State University.

- William Truett Moss (1970) Associate Professor
A.B., Mercer University; M.S., Ph.D., University of Georgia.
- Mary Lou Powell (1967) Assistant Professor
A.B., M.S., University of North Carolina at Chapel Hill.
- Walter Thomas Snipes (1964) Professor
B.S., Oglethorpe University; M.Ed., Mercer University; Ed.D., University of Georgia.
- Roger L. Steenland (1969) Associate Professor
and Director of Psychological Services
A.B., Calvin College; Ph.D., Purdue University.
- George R. Wesley (1963) Professor
B.A., University of Houston; M.A., Ph.D., University of Denver.

DEPARTMENT OF SECONDARY EDUCATION

- Napoleon Andrew Miller (1965) Professor and Chairman
B.S., Western Carolina University; M.Ed., Springfield College; Ed.D., University of Tennessee.
- Ben Gess Bosworth, Jr. (1960) Professor
B.S., M.A., Ed.D., University of Virginia.
- James Monroe Cole (1963) Assistant Professor
B.S., M.Ed., University of Cincinnati.
- William M. Cooper (1967) Professor
and Principal of Watauga High School
B.S., Berry College; M.Ed., Ed.D., Auburn University.
- William Edmund Fulmer (1955) Professor
and Director of Student Teaching and Field Experiences
A.B., Catawba College; Ed.M., University of South Carolina; Ed.D., University of Missouri.
- Clarence Hazel Gilstrap (1964) Assistant Professor
and Director of Admissions
B.A., Furman University; M.A., Appalachian State University.
- George Logan Graham (1967) Associate Professor
B.S., M.Ed., West Texas State University; LL.D., Hardin-Simmons University.
- William Thomas Jamison (1970) Assistant Professor
A.B., M.A.T., University of North Carolina at Chapel Hill.
- Jack Robert Melton (1950) Professor
A.B., M.A., Duke University; Ph.D., University of North Carolina.

Joseph Long Murphy (1964) Assistant Professor
A.B., Stetson University; M.A., George Peabody College.

James R. Roberts (1967) Assistant Professor
A.B., East Carolina University; M.Mus.Ed., University of Illinois.

Keener McNeal Smathers (1969) Assistant Professor
B.A., Wofford College; M.A., Ed.D., Duke University.

Robert Earl Snead (1966) Assistant Professor
and Director of Development
B.S., M.A., Appalachian State University.

Roland Luther Tuttle, Jr. (1970) Assistant Professor
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- TEUNIS VERGEER, Ph.D., Professor Emeritus of Biology
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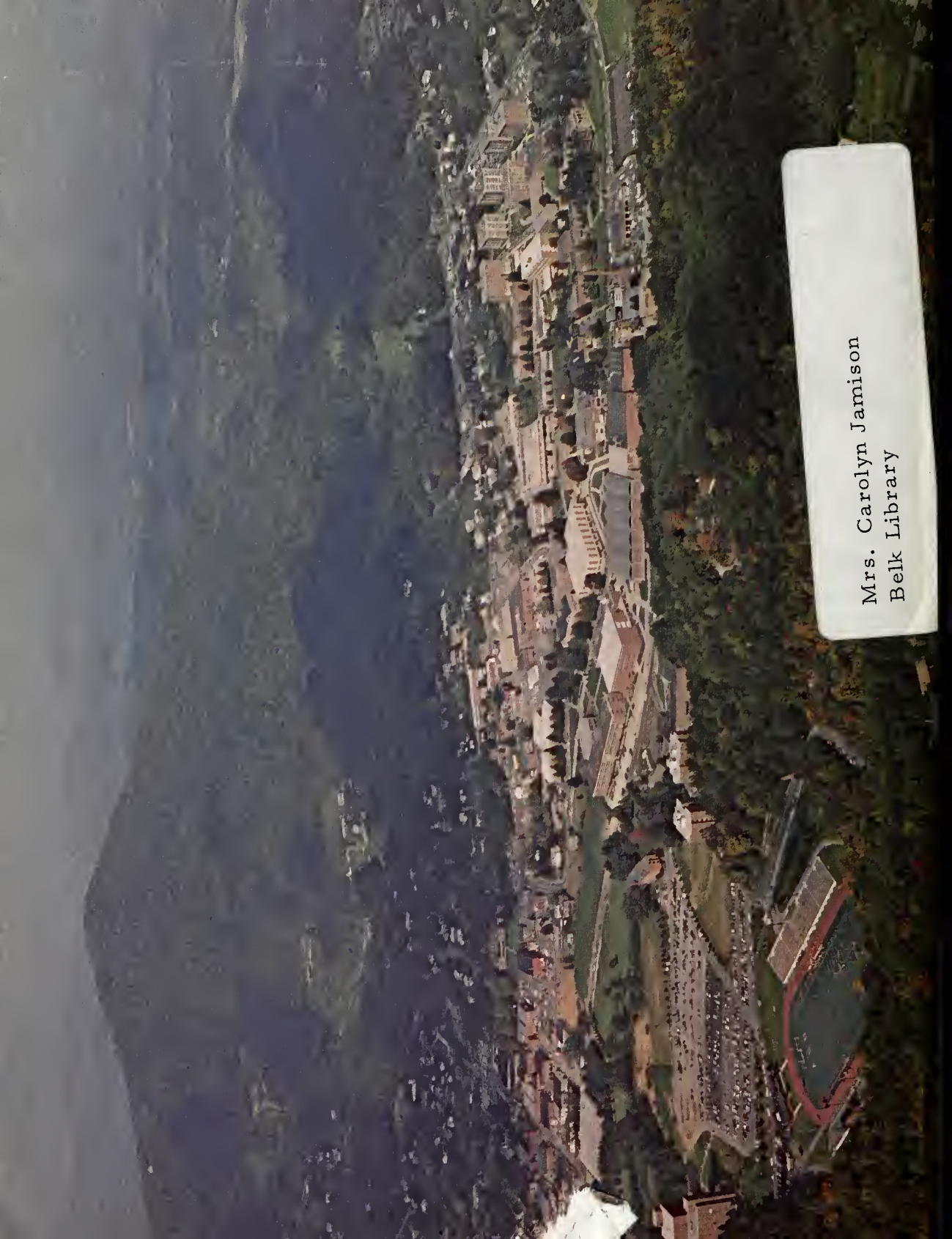
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